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THE RELATIONSHIP BETWEEN EFL LEARNERS' MOTIVATION AND THEIR ACHIEVEMENT IN AN ENGLISH FOR ACADEMIC PURPOSES COURSE

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ABSTRACT

The Relationship between EFL Learners' Motivation and Their Achievement in an English for Academic Purposes Course

The present study investigates the relationship between EFL learners' motivation and their achievement levels in an English for Academic Purposes (EAP) course at university level. Motivation is considered to influence individuals' interest and determination in fulfilling a specific task or pursuing an activity (Dörnyei, 2009a; Ellis & Larsen-Freeman, 2006). Acquiring a second language (L2) is no exception. Therefore, the role of motivation in the field of L2 learning has been researched extensively following various theories of motivation. Although L2 motivation has received much attention over the last few decades, little attention has been paid to the role of motivation in the achievement of learners in EAP contexts. Hence, the role of motivation in EAP Courses is not well documented. Therefore, the main purpose of this study is to analyze the effects of motivation on achievement within the context of EAP. From among many theories dealing with motivation, this research project is mainly grounded in the "L2 Motivational Self System" in that it integrates multiple dimensions of motivation (Dörnyei, 2005, 2009). A questionnaire, based on L2MSS, was adapted from existing instruments and validated for the purpose of this project (Taguchi, et. al., 2009; Papi, 2010). It was administered to 385 undergraduate EFL learners enrolled in an EAP course at a private university in İstanbul. Data analysis revealed a positive relationship between motivation and achievement levels in an EAP course.

Key Words: Motivation, English for Academic Purposes, EAP Courses, L2 Motivational Self System, L2MSS, Ideal L2 Self; Ought-toL2Self; L2 Learning Experience, SLA, Individual Differences

ÖZET

Yabancı Dil olarak İngilizce Öğrenenlerin Akademik Amaçlı İngilizce Dersindeki Motivasyonu ile Başarıları arasındaki İlişki

Bu çalışma ikinci dil olarak İngilizce öğrenen (EFL) öğrencilerin üniversite düzeyinde sunulan Akademik Amaçlı İngilizce (EAP) dersindeki motivasyonu ile başarı düzeyleri arasındaki ilişkiyi araştırmaktadır. Güdülenmenin, bireylerin belirli bir görevi yerine getirme veya bir faaliyet yürütme konusundaki ilgilerini ve kararlılıklarını etkilediğine düşünülmektedir (Dörnyei, 2009a; Ellis & Larsen-Freeman, 2006). Motivasyonun ikinci dil edinimindeki etkisi de farklı değildir. Bu nedenle, güdülenmenin ikinci dil öğrenme alanındaki rolü, çeşitli güdülenme kuramları esas alınarak geniş ölçüde araştırılmıştır. İkinci dil ediniminde güdülenmenin etkisi son birkaç on yılda çok fazla ilgi görmesine rağmen, Akademik Amaçlı İngilizce (EAP) öğretiminde öğrenci başarısı ile güdülenme arasındaki ilişkiye çok az dikkat edilmiştir. Bu nedenle, güdülenmenin EAP derslerindeki rolü alanyazınında iyi bir şekilde ortaya konulamamıştır. Motivasyonla ilgili pek çok teorinin arasından, bu araştırma projesi, motivasyona ilişkin birçok boyutu bütünleştirdiği için "İkinci Dil Motivasyon Öz Sistemi'ni (L2MSS) temel almaktadır (Dörnyei, 2005, 2009). Bu çalışmada "L2MSS" i esas alan bir anket uyarlanmış ve geçerliliği test edilmiştir (Taguchi, vd., 2009; Papi, 2010). Uyarlanan bu motivasyon anketi, İstanbul'da İngilizce eğitim veren bir vakıf üniversitesindeki Akademik Amaçlı İngilizce (EAP) dersine kayıtlı 385 lisans öğrencisine uygulanmıştır. Veri analizi, EAP dersindeki öğrencilerin motivasyonu ve başarısı arasında olumlu bir ilişki olduğunu göstermiştir.

Anahtar Kelimeler: Motivasyon, Akademik Amaçlı İngilizce, EAP, L2MSS, Ideal L2 Self, Ought-toL2 Self, İkinci Dil Edinimi, Bireysel Farklılıklar

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DEDICATION

To my dear daughters Azra and Ceyda

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

AM=	Amotivation
AMTB=	Attitude Motivation Test Battery
CAE=	Certificate of Advanced English (C1)
CEFR=	The Common European Framework of Reference for Languages
CFA=	Confirmatory Factor Analysis
CPE=	Certificate of Proficiency in English (C2)
EAP=	English for Academic Purposes
EOP=	English for Occupational Purposes
EFA=	Exploratory Factor Analysis
EGAP=	English for General Academic Purposes
EFL=	English as a Foreign Language
ESL=	English as a Second Language
ESP=	English for Specific Purposes
EM=	Extrinsic Motivation
EMI=	English Medium Instruction
FCE=	First Certificate in English (B2)
FL=	Foreign Language Learning
IM=	Intrinsic Motivation
EM=	Extrinsic Motivation
L2MSS=	The Second Language Motivational Self System
L2=	Second Language
SL=	Second Language Learning
SLA=	Second Language Acquisition
STD=	Self-Determination Theory
SPSS=	Statistical Package for the Social Sciences
TOEFL=	The Test of English as a Foreign Language
TRACE=	Test of Readiness for Academic English
YDS=	Yabancı Dil Bilgisi Seviye Tespit Sınavı

CHAPTER I: INTRODUCTION

1.1. Background of the Study

Second language (L2) learning is affected by a myriad of variables which range from personal traits, learning styles, talents, beliefs to affective factors. Also, motivation is considered to greatly affect success level in second language learning. According to Oxford and Shearin (1996), motivation identifies to what extent one is actively involved in L2 learning. It can be understood that motivation plays a key role in L2 mastery. In addition, Dörnyei (2005) states that as a leading factor that affects several others in L2 achievement, motivation both encourages individuals to start studying a second language and provides them with the power and dedication to continue their learning efforts. Moreover, Guilloteaux and Dörnyei (2008) maintain that motivation offers the essential energy and power in order to start L2 learning and that motivation ensures sustained efforts for a constant language learning process. Besides, Guilloteaux and Dörnyei (2008) posit that although language learners may possess an outstanding ability for learning languages, they cannot succeed in mastering an L2 without adequate motivation level. Then, it can be assumed that an ideal curriculum as well as experienced teaching staff will not guarantee L2 achievement without required level of learner motivation. Therefore, motivation research in the field of second language acquisition has intrigued scholars since 1959, when the seminal motivation study of Gardner was introduced. In order to provide a succinct explanation, Dörnyei and Ushioda (2011) classified motivation research in the field of SLA as follows:

First, “the social psychological period of L2 motivation research began in 1959 through the work of Gardner and his Canadian colleagues and has covered about a span of 30 years (Gardner & Lambert, 1959). Gardner and his colleagues pioneered in motivation research in the field of SLA when they revealed the significance of the “motivational factor”. In 1985, Gardner and others showed that people who possess more “integrative motivation” are inclined to better succeed in L2 learning tasks. In addition, Gardner (1985) provided a clear definition of motivation as the degree to which a person puts an effort in order to acquire a language as a result of longing for and getting pleasure from learning a new language.

Second, “the cognitive-situated period” (1990s) is marked by studies based on cognitive theories from the field of educational psychology. This period is characterized by such concepts as “intrinsic & extrinsic motivation”, “self-confidence / efficacy”, “attribution” as well as specific motives with regard to L2 learning settings, teacher(s) and other learners. Two inter-connected tendencies became prominent in this period. One trend was the necessity to align L2 motivation studies with novice cognitive-oriented motivation research in the mainstream psychology. Another was the wish to shift attention away from the wide vision of multi-cultural societies and individuals’ common tendencies and feelings towards L2 mastery and to devote close attention to situation specific learning motives.

On the one hand, those two trends focused attention to motivation in the learning environment as well as the actual needs and concerns of language practitioners who received minimum practical benefit from motivation research in social psychology. On the other hand, those dominant trends in "the cognitive situated- period" did not disregard social psychological tendencies altogether. Rather, they extended available theories by incorporating cognitive motives.

Third is "the process-oriented period". William and Burden's (1997) work of focus on time, Ushioda's (1998) theoretical framework of motivation and process oriented construct of Dörnyei and Otto in the same year set the ground for "the process-oriented period". Theories in the first two periods acknowledge motivation as a settled and static phenomenon which could solely be quantified by means of self-report measures. However, "the process-oriented period" is marked by the view that motivation is quite unstable and ever-changing. In addition, models of motivation in "the process-oriented period" consider that L2 learning is a long-haul that needs a great dedication.

Although theories in "the process-oriented period" contribute to the knowledge and awareness in L2 motivation, they generally deal dimensions of motivation separately, and they treat its causes and effects in a linear fashion. A serious weakness with these theories; as a result, is that they do not approach learners as unique individuals and do not understand the complicated world of motivated action. Therefore, a new phase in L2 motivation research has emerged.

The new trend is called as “socio-dynamic perspectives”. The new trend is marked by the concern that L2 motivation is an invariably complicated process and that growth of motivation is subject to numerous inner, social and environmental variables. Another major concern in “the process-oriented period” of L2 motivation research is to put forward theories which consider wider complexities with regard to L2 learning and use in the current global environment. That new socio-dynamic phase in L2 motivation research is also in conformity with broader modern developments in applied linguistics which has emphasized “emergenist” and “dynamic” systems trends for understanding L2 acquisition. (Ellis and Larsen-Freeman, 2006; Dörnyei 2009b). Two key conceptual approaches which characterize the new “socio-dynamic period” of L2 motivation research are Dörnyei’s “L2MSS” and Ushioda’s “context-oriented” model.

1.2 Significance of the Study

This study aims at conducting practical research which regards context-sensitive elements of L2 motivation in EAP course achievement. Several studies have been conducted to investigate learner motivation in the field of SLA up until now. Those studies have generally focused on L2 motivation considering traditional models. However, there has been little discussion on antecedents of motivation of L2 learners in an EAP course. Besides, there is still a need for research that particularly deals with the relationship between L2 learner motivation and its effects on EAP achievement. This particular area of L2 motivation research has been overlooked.

It is essential that SLA researchers focus on English-medium educational contexts where English is seen as a learning tool rather than a learning goal. The main purpose of this study is to analyze the effects of levels and elements of motivation on course achievement at English-medium universities at which content-based language learning is predominant form of knowledge transfer. In this respect, this research is considered to have a pioneering role in the field of SLA. This study examines how the dimensions of motivation in Dörnyei's (2005, 2009a) "L2 Motivational Self System" affect undergraduate L2 learners' success in an EAP course. Dörnyei's tripartite model of motivation (2009a) fills in a gap in the L2 motivation literature in that it incorporates theory and the actual L2 learning setting, which also specifically increases the significance of this research project.

Lastly, freshmen and sophomores at Turkish universities where medium of instruction is English are required to study English for Academic Purposes (EAP) courses. Also, several elective EAP courses are offered at private and state Turkish universities whose medium of instruction is English. Considering the number of L2 learners from various majors in those EAP courses this research will strongly contribute to the literature by addressing dimensions of undergraduate L2 learners' motivation and generating practical implications as to the relationship between their motivation levels and EAP course achievement.

1.3 Theoretical Basis for the Study

This research basically grounds on the “L2 Motivational Self System” (Dörnyei, 2005, 2009a). Dörnyei (2005) sketched out the premise of another way to deal with conceptualizing L2 learning motivation inside a 'self' structure calling the novice theoretical framework the “L2 Motivational Self System”. He offered a comprehensive theoretical portrayal of that framework and demonstrated its basics and the ways through which it expands the range of L2 motivation studies.

“The L2 Motivational Self System” corresponds to a noteworthy transformation of past motivational models. It is based on “self” theories of mainstream psychology including Marcus and Nurius’ inspiring work “the ideal and ought self” (1986) and Higgins’ “theory of self-discrepancy” (1987). However, underlying foundations of “The L2 Motivational Self System” have been strongly set in recent studies in the domain of L2 (Taguchi, et. al., 2009; Papi, 2010; Yashima, 2009; Dörnyei, 2009; 2010).

Furthermore, Dörnyei’s new motivational construct proves to be congruent with the motivational models that were introduced by Gardner (2001), Ushioda (2001) and Noels (2003) in terms of dimensions and orientations described in those models (Dörnyei,et. al., 2006; Dörnyei, 2009; 2010). It could be inferred that a myriad of second language motivational theories seem to concur into a joint tripartite model of “L2 Motivational Self System” (Kim, 2009; Al-Shehri, 2009; Csizer& Kormos, 2009; Dörnyei, 2009a).

As for the issue of validity, a great deal of empirical research which tested certain principles of the new construct has been conducted (Papi, 2010; Ryan 2009; Taguchi et al. 2009; Islam, et. al., 2013). Their findings accurately validated the model in various settings.

One of the principle accomplishments of the new influx of motivational examinations was to identify the motivational effect of such primary elements of the classroom learning setting as the teacher, the curricula and the target audience about two decades ago (Dörnyei, 2005; 2009; 2010; Dörnyei & Ushioda, 2009). Therefore, "the ideal self" and "the ought self" become the essential constituents of the "L2 Motivational Self System". Besides, a third significant component related to the immediate effect of the learning setting was needed. Furthermore, for some L2 students, the underlying inspiration to learn a new language is not directly linked to self-recognition. Rather, such an inspiration is more connected to fruitful involvement in the real learning setting since they realize the fact that they achieve it. Hence, theoretical construct of this research; namely, the L2 Motivational Self System" consists of three dimensions as follows (Dörnyei, 2005; 2009):

The first component; which is "IdealL2Self" could be viewed as the learner's "optimal self", which is specific to the second language. If a person is willing to learn a second language, the "IdealL2Self" is a significant source of motivation for mastering it since that person wants to minimize the difference between her/his real and "ideal" selves. Conventional integrative and internalized instrumental types of motivation would regularly pertain to this constituent.

The second component, which is “OughttoL2Self”, is related to the characteristics which an individual considers a person should have in order to satisfy expectations and to prevent probable undesirable results. OughttoL2 essentially builds upon “ought self” of Higgins, and so conforms with much more extrinsic sorts of instrumental motivational sources. The third one is “L2 Learning Experience”, which deals with established, impelling incentives which are pertaining to actual learning setting, encounters and practices including the curricula, learning audience, language attainment.

1.4 Problem Statement

The purpose of this study is to explore the relationship between motivation and achievement of undergraduate L2 learners in an EAP course according to Dörnyei's "L2MSS".

Undergraduates who study EAP courses are often not motivated (Dörnyei & Ushioda, 2011; Hyland, 2018). A growing body of research on EFL learners' motivation has been conducted by utilizing quantitative approaches in Turkish context (Atay & Kurt, 2010; Göktepe, 2014; Genç & Aydın; 2017). However, they all reveal that L2 motivation research in Turkish context has followed a conventional path because they are based on Gardner's traditional motivation theory of "integrativeness" and "instrumentality" (1985). Those studies might fail to fully explain EFL learners' motivation considering the current dominant role of English throughout the world (Dörnyei, 2009b; Holliday, 2009).

Brumfit (2001) and Widdowson (2002) basically put forward the idea that English has evolved into "lingua franca" and cannot be owned by a single nation just because they are native speakers of English. As a result of its globally changed role, English can be linked to a global culture rather than a single specific culture. As a result, as Dörnyei claims (2005) "integrativeness" and "instrumentality" in the traditional Gardnerian motivation theory are not unrelated elements, so they cannot be wholly split up. To that end, the need for reconceptualization of the dichotomy of "integrativeness" and "instrumentality" has arisen.

When it comes to other L2 motivation research that is based on motivation theories of "the socio-dynamic period" like L2 Motivational Self System, a variety of studies have been done in order to reveal their practicality in several learning settings in the last decade (Dörnyei & Ushioda, 2011). However, only a restricted understanding of modern L2 motivation approaches has been shown since they generally focus on either highly motivated students or one dimension of the theory like "the ideal L2 selves". Moreover, it has not yet been established whether there is a relationship between EAP course achievement and motivation of undergraduate EFL learners by utilizing L2MSS. Considering the spread of EAP instruction throughout the world, this research project is of significance due to its deeper investigation into what motivates EAP learners. Apart from the lack of particular focus on EAP achievement in L2 motivation research, it should be noted that a motivation study which is conducted in a single country may not guarantee the same results in other contexts. As a result, this study aims at providing practical implications as to the relationship between motivation and achievement of undergraduate EFL learners within the context of EAP.

1.5 Research Questions and Hypotheses

1.5.1 What is the relationship between motivation and achievement of undergraduate EFL learners in EAP?

Hypothesis – 1: There is a positive relationship between motivation and achievement of undergraduate EFL learners in EAP.

1.5.2 What is the relationship between motivation and achievement of undergraduate EFL learners in EAP according to each component of L2MSS?

Hypothesis – 2: There is a positive relationship between motivation and achievement of undergraduate EFL learners in EAP according to each component of L2 Motivational Self System.

1.6 Overview of the Methodology

a. Participants

The questionnaire was administered to 385 participants following a pilot study with 75 participants and minor modifications to it. The questionnaires were administered during 2018 -2019 academic year.

b. Setting

The questionnaire was distributed to Turkish and international EFL learners who attend an EAP course at a private Turkish university in İstanbul.

c. Data Collection Instruments

Dörnyei's L2 motivation questionnaire (2010) was adapted and distributed in English within the actual classroom setting. Only participants who gave written consent attended this research. The questionnaires were administered either by the author or the classroom instructors in person following preliminary explanation.

d. Data Analysis

Prior to core administration of the questionnaires, a piloting study was conducted in order to enhance the reliability. This research project utilizes a questionnaire with 3 scales including 24 five-stage Likert-scaled items. Cronbach's alpha statistic was adopted as a measure of reliability. In addition to reliability analysis, exploratory factor analysis was performed to achieve the research objectives in both the piloting study and the main administration. Then, participants were split up into two achievement groups considering standard deviation and mean. Finally, course achievement grades and motivation scores of the participants were treated through Pearson Correlation Coefficient (*r*). All the data were analyzed through IBM SPSS Statistics version 22.0.

1.7 Organization of the Study

This research comprises of five chapters. The first one is introduction which aims at presenting background to the study. For that purpose, first the rationale and significance of the research is explained. Next, theoretical basis for the study is provided by incorporating and critically analyzing the very relevant literature. Then, problem statement is concisely addressed by explicitly stating the purpose of the research. Following problem statement, research questions and hypotheses are shown. Later, a brief overview of methodology is offered by including participants, setting, data collection instruments, and data analysis. This chapter finishes by giving broad definitions of the significant terms.

The second chapter is literature review. This chapter reviews what has already been written about motivation in the mainstream psychology and the field of L2 motivation. This chapter does not only synthesize historical background of motivation theories but also explains the theoretical framework of this research in detail. Also, the second chapter critically analyzes current empirical literature that is related to research questions and hypotheses.

The third chapter is method. Method chapter first elaborately describe participants of the study. Next, data collection tools are presented in detail by further explaining constructs measured along with reliability and validity data. In addition to providing a general description of the research design, this chapter describes procedures of the study for making a prospective replication possible. The third chapter ends with a detailed analysis of data. Chapter four is results. The fourth chapter gives the results of the statistical analyses of each research question and hypothesis in sequence.

The last chapter is discussion which briefly summarizes the results of the study and answers the research questions and hypothesis. Implications of the research results are also addressed in this chapter by incorporating the relevant findings documented in the literature. Chapter five finishes by explaining limitations of the research and submitting recommendations for future research.

CHAPTER II: LITERATURE REVIEW

Overview

The first section will define the term motivation and will clarify its complicated nature. Then, it will offer a brief outline of the major issues in the formulation of motivation theories as well as the latest directions in the motivation research. The second section involves the historical background of the key theories and constructs of motivation. In addition, the second section will provide an in-depth critical analysis of recent developments and strands of motivation in the field of psychology. The third section will critically examine crucial models and theories in the field of SLA through the systematic classification of Dörnyei (2005, 2009). At the end of this section, "L2 Motivational Self System", which forms a basis for this research project, and previous research on its validity and applications will be presented. The chapter will end with by an explanation of how EAP fundamentally differs from English for General Purposes in addition to findings of previous research on the effectiveness of EAP instruction in the fourth section.

2.1 What is Motivation

The term motivation originates from the Latin verb “movere”, which stands for “to move” (Dörnyei, 2009a). Also, Longman Dictionary of Contemporary English Online defines the term motivation as the degree to which an individual is eager or willing to do something without an external factor or force (2019). Similarly, in Cambridge Online Dictionary, motivation is defined as “enthusiasm for doing something” (2019). In fact, several simple enquiries such as what sets an individual in motion to make a specific selection, to take part in an activity, to exert effort and to maintain an action lie at the core of motivational theories and relevant research. On the other hand, these basic questions have produced a lot of theories and studies since 1960s. In fact, those questions have incited substantial discussions and discrepancies among researchers. As a result, various models of motivation that address distinctive factors and diverse pieces of knowledge of what constitutes motivation have emerged. However, few of those questions have been able to provide direct and clear responses (Ryan, 2009). While people may have an intuitive ability to recognize what is meant by the word motivation, there appears to be little agreement on what is really referred to conceptually by the term motivation since it is excessively broad and not practical as a conceptual term.

An interesting question is why researchers have not been able to reach an agreement on what motivation really is. Scholars have focused on particular impacts on people's actions when attempting to comprehend what comprises motivation because it appears unfeasible to catch the whole picture. Hence, it might be worthy to note that none of the theories of motivation has yet achieved or tried to provide a comprehensive explanation of all potential motives. In fact, as Dörnyei and Ushioda (2011) suggest, putting forward a motivation theory which comprises all aspects of motivation seems unfeasible. However, theories of motivation attempt to discover the reasons behind human thoughts and behaviors. The only premise what many scholars would concur as to the definition of motivation is likely to be focus and significance of people's behaviors. That is to say, motivation can be defined as the preference for a specific behavior, and determination to perform that action, or endeavor into it,
That is, motivation could account for the reason behind human behavior, and to what extent humans are eager to maintain an action, or how much effort people put into sustaining an activity level.

Initial theories of motivation, concentrated on rooted motives, feelings and intuitions that are not conscious but still affect people's behavior. Specifically, through the studies of Freud (1966), those theories became more popular. However, beginning from 1950s, the field of motivation was marked by a concentration upon cognition that form how people act and behave consciously. For example, aims and anticipations, faith in self-sufficiency, analysis of things that happen are considered cognitive processes.

As a result, both conscious and subconscious human motivational mechanisms have become the focus in addition to functions and effects of cognitive and affective factors on human motivation. On the other hand, a couple of theories of motivation have strived to combine both cognitive and affective factors and create a single integrated model.

While cognition-based views still prevail in the motivational research, the turn of the millennium faced a revival regarding the function of feelings or "affect" in motivation psychology. Just as Ryan (2007) briefly explains, increasing interest in emotions appears to have emerged from a series of related advances in the mainstream psychology. He also states that revival of evolution-focused studies in psychology has turned attention to components of people's nature and unveiled the significance of forces causing an action and feelings. Meanwhile, the developing branch of "cross-cultural psychology" has started to investigate impacts of cultural factors on people's behavior, feelings in addition to their values. Moreover, the new rush for "positive psychology" has aroused curiosity among scholars when it comes to exploration of self-perception, incentives and emotional health. In the meantime, developments in the science of neuro-psychology have made the examination of impacts of subcortical data relating to psychological necessities and emotions on human's actions and experiences easier. In this respect, Ryan (2007) suggests that the rise in the motivational research with a focus on emotions does not necessarily imply that cognition is less significant now. Instead, the issue today is to propose motivational models which combine and keep those perspectives consistently.

Scholars; moreover, have shown particular attention to various phases of the process of motivation. Most of them have concentrated upon the first motivational stage of selecting as well as involving in activities. Wigfield & Eccles' "expectancy-value" constructs can be shown as an example (2000). Similarly, researchers have also focused on behaviors or experiences' successive influences on motivation as in "learned helplessness" (Peterson, et. al., 1993). Such separation in the focus of attention mirrors a long-running discussion in the field of education regarding if motivation is mainly a "reason" or "result" of learning. In this respect, what many researchers today compromise is that motivation works in a cyclic connection with learning. That common agreement has been hypothesized in either a positive loop as high levels of "motivation + achievement + motivation" or a negative loop as low levels of "motivation + achievement + motivation". Also, a number of studies, as in McCombs (1994) and Dweck' s works (1999), have attempted to figure out the ways of overcoming that negative loop by making changes. They made changes primarily in cognition-based mechanisms such as learners' perceptions of themselves and explanations of issues which may reach a compromise between motivation and learning. On the other hand, the way many people are motivated, in practice, is fairly more complicated than just seeing it as a double system consisting of reasons and results of a task. Motivation which is needed for accomplishment often grows steadily by means of a complicated cognitive mechanism. Such a mechanism contains preliminary arrangement and identification of aims and goals, execution of tasks or actions, control of tasks and assessment of results. Those distinctive sub-stages of motivation might be linked to various types of incentives.

Disregarding 'time' may lead to the rise of contradictory theoretical models despite their equal validity rates just due to their referral to distinctive stages of motivation process. In addition, as for continued and long-run processes like L2 learning, motivation does not stay steady throughout months or years let alone the period of one lesson time. In fact, the level of motivation can frequently change in sophisticated ways as a reaction to different inner and outer factors. Nevertheless, the particular process of motivational growth in time appears to be considerably overlooked in the literature except for fewer studies on immediate experience at the micro-level or those on long-run experience at the macro-level. Therefore, the long-term perspective of motivation makes it difficult to develop an integrated concept of motivation more difficult (Dörnyei, 2009b).

Motivation researchers have attributed various meanings to “social setting” which can also be defined as “context”. Behaviorists explained the process of motivation through such outer factors as prizes and punishment. On the other hand, cognitive psychologists, beginning from early 1970s, viewed motivation as a process in which an individuals’ inner mind, social and environmental setting as well as their perceptions are effective to perform an action (Ushioda, 2007). That put forwards the idea that people can be stimulated through their senses which are felt intuitively, and actually individual motivation immediately triggers their actions. As Dörnyei (2010) suggests one clear shortcoming of this view is the fact that it overlooks the impact of socio-cultural and psychological contexts that can substantially affect an individual’s cognitive processes, actions and success.

Over the past ten years, there has been a new focus shift in the function of the context (Ushioda & Dörnyei, 2017). Instead of a direct flashback to behavioristic theories, the latest understanding of motivation (Dörnyei and others, 2015) shows an increasing attention to the interactive relation between individual and surrounding social factors. In other words, that new movement does not restrict motivation to people's mind, rather it considers motivation as a dynamic process that emerge through various socio-cultural experiences.

Scientists have created various models of motivation for many years in accordance with the functions and effects of mind-related, cognitive and emotional, temporary and surrounding social factors (Lepper & Greens, 2015). On the whole, a remarkable characteristic of theories of motivation is that they have generally lacked integrity. Those theories have usually concentrated upon certain features to explain motivation; thereby, greatly overlooking other studies which consider different aspects of motivation.

According to Dörnyei and others (2015), the underlying reason of such a tendency can be associated with the fact that motivation research involves people's action which is considerably sophisticated. That is, the multitude of factors that shape human behavior has given rise to "reductionist" constructs of motivation (Dörnyei & Al-Hoorie, 2017). Those theory-oriented models of motivation have attempted to explain human behavior through certain variables instead of involving all motives or determinants.

In this respect, as Dörnyei and others suggest (2015), the principal distinction among several theories of motivation is the inclusion of key motives that are based on the theory. Therefore, whereas a certain theory might well fit when illustrating the motives of particular actions or behavioral patterns, it might not be valid for explaining complex motivation in real learning settings.

2.2 Theories of Motivation in the Mainstream Psychology

As Csizer and Kormos claim (2009) beginning from 1950s, motivation theories have been dominated by cognitive psychological approaches that arose as a revolutionary reaction to traditional behavioral theories of motivation. Below is the analysis of principal cognitive-oriented motivational theories and models in psychology. On the other hand, recent motivation research has been changing through a series of related advances and novice variables. For that reason, in accordance with current motivation theories, such latest advances and variables that go beyond the scope of cognitive approach will be examined in this section (Dörnyei, 2013).

Cognitive-based motivation theories center upon the “instrumental” function of mental processes, the ways individuals believe and make sense of information in forming their own particular behavior. Despite the fact that every person’s specific cognitive operations and perceptions could be affected by different societal and surrounding elements, motivation is considered to originate from the inside of people.

Whereas the intermediary function of cognitive mechanisms in forming motivation is prevalent among cognitive-based theories, there exist substantial changes in the way such processes have been conceptualized (Dörnyei, 2009a). It has been the case because most of the previous motivational research has attempted to be reductionist. In other words, they have made efforts to select considerably fewer determinants of motivation mediating many other antecedents, thus creating a theoretical construct instead of a descriptive one. On the whole, those theoretical models could be shown through a schema that illustrates how particular factors are related to each other. For instance, one of the longest-established and effective cognitive theoretical models of motivation in mainstream psychology is simply described as "motivation = expectancy x value".

2.2.1 Expectancy and Value Theories

According to theories of expectancy and value, motivation for doing different actions basically springs from two basic elements; namely, "expectancy of success" and "expectancy of value". While the former can be described as the degree to which a person expects to succeed in a task along with the profits that task achievement will generate, the latter refers to the degree to which a person puts the value on a task as well as the benefits and accomplishment of that task (Wiggfield & Eccles, 2000). According to the element of expectancy, people can be more motivated as long as they really expect to achieve their goals and enjoy their success. In contrast, according to Eccles (2007) there is a slim chance to be motivated and make an endeavor for people when they realize that they cannot achieve and that task achievement is fruitless.

The component of expectancy of success has led up to several cognitive-oriented theories on student motivation in education psychology including theories of "attribution" (Weiner, 2007), "self-efficacy" (Bandura, 2001), and "self-worth" (Covington, 1992).

The component of value, which has not been much theorized in the study of motivation, is also referred to by various terms like "valence" or and "task value". The value component is specifically attributed to Wigfield and Eccles (2000) as well as Eccles (2007), who designed an extensive model with four task values.

To begin with, "attainment value" implies individual significance of obtaining a skill and achieving a task. The second dimension, which is "intrinsic value", refers to willingness or artistic aesthetic admiration of the related topic or skills, and the extent to which an individual is pleasant to do a task. The third component is "extrinsic utility value". It is related to consciousness of the harmony between present and prospective objectives as well as consciousness of learning's potential effects on having higher life standards or a better personality. The last component of the model is "cost". This can be defined as the dimension of undesirable value which contains the elements of energy and time spent. Cost also refers to different activities that the planned activity would avoid and several negative feelings including increased concern and being afraid of not achieving something.

The total success value of doing an activity consists of the mutual interaction of those elements. Also, such value is considered to appreciate the degree to which the behavior will be strong and focused. Over the last decade, increasing attention to the time aspect of motivation (McInerney, 2004), mostly future time features, has accentuated the utility value of tasks (Miller & Brickman, 2004). It means the degree to which learners could understand an obvious connection between a school-based activity and the achievement of individuals' ultimate goals, for which goal theories in motivational psychology are remarkable.

2.2.1.1 Achievement Motivation Theory

Atkinson and Raynor's classic "Achievement Motivation Theory" was formulated in 1974 through combination of the models of need for achievement, expect and value. Afterwards, a long-standing fashion for expectancy-value theories of achievement motivation started. After classic and unified "achievement motivation theory*"* 1974) was initially formulated through combination of the models of need for achievement, expect and value, a long-standing fashion for expectancy-value theories of achievement motivation started. In his overview, Dörnyei (2005, 2009) states that prior to the 21st century, that fashion primarily concentrated upon the dimension of "expectancy" rather than component of "value", specifically, on cognitive-mediating mechanisms which identified "expectancy". Besides being designed within the framework of expectancy-value, "achievement motivation theory" of (Atkinson and Raynold, 1974) also contained two dimensions.

The first dimension is “need for achievement”, which argues that people who strongly need to achieve a task eagerly seek ways of success and show great dedication without considering any external benefits or prizes even when they encounter any potential obstacles. Becoming a personal characteristic of people, that need influences their actions in all areas of life as well as education. The second dimension is “fear of failure”, which is related to, contrary to the former, preventing undesirable results from happening instead of achieving favorable outcomes.

Overall, Atkinson’s achievement motivation theory is an integration of need and likelihood of success, the inspirational value of successful execution of an activity besides prevention of potential failures. In other words, achievement-based actions were considered to come from a clash between approach and avoidance inclinations.

2.2.2 Goal Theories

Traditional terms of “need” and “drive” started to be mostly substituted by the cognitive-oriented concept of “goal” in mid 1990s. The “goal” has been viewed as a cognitive factor which shapes and speeds up the motivation process for any task or activity. “Goal-setting” and “goal orientation” theories of motivation have become dominant for more than twenty years.

2.2.2.1 Goal-Setting Theory

Goal-setting theory, which was initially suggested by Locke and Latham in 1990, posits that goals with various attributes identify people's behavior and how they perform a task. Goals might differ from one another in terms of the extent to which they are specific, attainable and desirable. According to Latham and others (1997), the theory appears to be aligned with expectancy-value theories because when individuals feel that they are likely to attain their goals their level of commitment increases, which is compatible with the principles of expectancy value theories. Likewise, when people consider their goals significant, they become more committed to achieve their goals, which is quite similar task value (Locke, 1996). Main premises of the goal-setting theory can be succinctly explained as follows:

1. The goal is more likely to be reached if it is more difficult.
2. It is the clarity and specifity of the goal that make it more achievable.
3. If the goals are not only difficult but specific, they can deliver a remarkable performance.
4. It is vital that people should be firmly committed to achieve their goals especially when their goals are specific or difficult. That's because when goals have no difficulty or when they are ambiguous or too general, individuals are less likely to feel themselves obliged to exert any effort and to commit themselves to achieving their goals.

5. When people are aware of how significant their goals are and how realistic goals they set, they can demonstrate a passionate commitment for reaching their goals (Locke & Latham, 1990).

2.2.2.2 Goal-Orientation Theory

In contrast to "goal-setting theory", which was first administered in an effort to enhance employee motivation and productivity, "goal-orientation theory*"* was particularly designed for illustrating how children learn and perform in the classroom. According to Ames (1992), "the goal-orientation theory", as the name suggests, emphasizes two orientations of goal achievement which learners may follow when they are engaged in any academic study.

The first one is "mastery orientation", which can be described as a persistent attempt to achieve "mastery goals" especially for learning the content. The second is called as "performance orientation" which highlights the engagement with "performance goals" particularly to show an ability, getting higher marks and outperforming other learners (Aimes, 1992). As can be seen from both definitions, both "mastery" and "performance goals" stand for distinctive achievement standards coupled with various motives for accomplishing a task (Dörnyei, 2005). Mastery orientation is based on the assumption that a goal can be mastered through effort; thus, success is linked to self-development and progression. However, the latter considers learning simply as a technique for reaching a goal along with gaining wide recognition.

As Linnenbrink and Pintrich (2001), suggest mastery and performance goals concentrate on a dissimilar focus. This, as a result, leads to four orientations towards goals (Linnenbrink, 2005). In addition, it is of significance to take the interplay between learners' individual goals and those in the learning setting as well as their perception of the learning setting into account. Last but not the least, it is understood that mastery goals take precedence of those of performance because of their tendency for arduous tasks, an intrinsic desire for school work along with a favorable attitude to learning.

2.2.2.3 Self-Determination Theory

One of the stark contrasts among the theories of motivation is the one between "intrinsic motivation" (IM) and "extrinsic motivation*"* (EM). Whereas the former (IM) addresses actions which are done for finding enjoyment or fulfillment accompanying with the feeling of curiosity, the latter (EM) is initiated by feelings for winning a prize like higher marks or refraining from a penalty. In addition to the differences between IM and EM, which has been investigated extensively, self-determination theory proposes that another type of motivation called "amotivation" (AM) exists. AM could be defined as the absence of any motivation.

Vallerand's motivational framework (1997), which is centered upon intrinsic and extrinsic variables within a hierarchy, incorporates a number of dimensions from the comprehensive literature on motivation. It is clear from Vallerand's (1997) hierarchical modal that motivation besides its causal factors, intermediaries and impacts operate at such levels of "generality" as global, contextual and situational. First, the "global level", which is also termed as "personality", can be explained as a common tendency for an "intrinsic" or "extrinsic" engagement within the target community. Second, the "contextual level" or "life domain" is responsible for people's activities in specific areas including learning and teaching, recreation, sports, social interactions. Third, the "situational level" or "state" refers to involving in certain activities at a specific time (Vallerand & Ratelle, 2002).

Vallerand's hierarchical (1997) model suggests the following three sub-categories within the variable of intrinsic motivation. The first one is "to learn", which stands for doing an action or taking part in an activity simply for the enjoyment or happiness of getting to know something unfamiliar, satisfaction of sense of curiosity and discovery of the outer world. The second sub-category is "towards achievement", which represents doing an action for the fulfillment of outperforming oneself, adapting to difficulties and achieving or making something new. The last subtype is "to experience stimulation". That involves doing an activity for having positive feelings that can make individuals satisfied (Vallerand & Ratelle, 2002).

"Extrinsic motivation" (EM) has long been considered to counteract "intrinsic motivation" (IM). For example, Lepper and Greene's seminal study showed that students lose (IM) for doing or maintaining an activity in time as long as they need to do that activity for fulfilling a requirement (2015). On the other hand, some studies claim that (EM) undermines (IM). For instance, Deci and Ryan (1985) suggest that both types of motivation do not conflict with each other. Considering there is no mechanism of negation between (EM) and (IM), Ryan and Deci (2000) proposed "Self-determination Theory", a more detailed construct, which acts as a substitute for the dichotomy of (EM) and (IM). What "self-determination theory" (SDT) postulates is that extrinsic-oriented motivation could be set on a continuum which shows varying degrees of outer control or inner adjustment", contingent upon to what extent extrinsic-rooted goals are accepted or absorbed. According to Deci and Ryan (2002), a compete internalization of extrinsic-oriented goals can result in the harmony between extrinsic and intrinsic goals.

Much of research on "self-determination theory" in various fields of life such as clinical psychology, parenting, management, learning and teaching, (Deci and Ryan, 2002) has concentrated on internalization of external goals besides socialization of behaviors. They have consistently revealed that when social setting promotes such certain basic human requirements as "autonomy, competence, relatedness", individuals will become more self-determined as to doing a particular activity or displaying a specific behavior.

Those human needs can be defined three concepts. The first one is “autonomy”, which stands for the idea that an individual decides his or her own actions. The second one is “competence” which can be defined as the idea that an individual is self-adequate and has the capacity for achieving his or her goals. The last one is “relatedness” which implies becoming outgoing and extrovert.

Self-determination theory emphasizes social mechanisms and effects with regard to forming motivation similar to “Social Cognitive Theory”. Equally important, Wentzel’s model of social goals has the same premise. (2007). Over the last 2 decades, social components have progressively changed the focal point in the investigation of motivation and have started to push the limits of the trends that focus on cognition (Dörnyei, 2009).

2.3 Motivation Theories in the Field of SLA

In this section, theories of motivation in the field of SLA will be reviewed in parallel with Dörnyei's classification (2005, 2009). Early theories of L2 motivation are recognized as social-psychological oriented, which is followed by cognitive-oriented theories of motivation. Later on, theories of motivation with a focus on process were formulated. Current theories of L2 motivation have shifted the focus away from the linear fashion and have emerged with socio-dynamic perspectives.

2.3.1 The Social &Psychological Oriented Theories of Motivation in SLA

2.3.1.1 Gardner's Theory of L2 Motivation

Motivation research in SLA initiated through the social and psychological oriented study of Gardner and Lambert in 1959 in the context of Canada. They researched, impacts of a wide range of features including motivation, attitudes and language aptitude, on achievement of French as a second language among native-speakers of English (1959, 1972).

The basic premise of this theory suggests that what sort of attitudes L2 learners adopt to the target language and its speakers besides L2 learners' beliefs and perceptions with regard to the target community straight-forwardly impact upon their learning behavior. These features of attitudes and perception make a clear distinction between L2 motivation and that of other types of learning motivation.

The reason why such a discrepancy exists is that L2 learners should do more than just learning the target language in contrast the case in other subjects, and that they should be disposed to establish rapport with the L2 community, and adopt elusive behavioral patterns subsuming their unique style of speaking (Gardner & Lambert, 1972).

According to Gardner, motivation in second language learning contains three constituents; namely, the degree to which an individual makes efforts in L2 learning, the degree to which an individual is filled with longing for L2 mastery, and attitudinal disposition of an individual to learn the target language (1985).

Gardner views motivation as a source of energy accompanied by effort, desire and satisfaction or "affect" as referred to. In Gardner's motivation theory, it is suggested that those three constituents exist altogether since a well-motivated learner possess them all. A significant point in Gardner's approach is the interplay between motivation and the concept of "orientation", which is coined to refer to a "goal" (1985). Orientations serve as a useful function to strengthen motivation and steer it to accomplish several purposes. Despite not being integral parts of motivation but simply take the role of vital prerequisites for motivation, "orientations" have proved massively popular in Gardner's approach. Gardner and Lambert introduced the concepts of "integrativeness" and "instrumentality" as two orientations of motivation (1959).

According to Gardner's theory of L2 motivation, learners rely on "integrativeness" if they intend to study a second language for having more knowledge of the target language community and being acquainted with the speakers of that community. Likewise, Gardner and Lambert (1959) posit that in their L2 learning efforts people have "instrumental orientation" with an aim to take practical advantages of L2 mastery (p.267).

The concept of "integrative motive", which can be described as an individuals' willingness to speak a new language since they have positive feelings about native speakers of the target language, is an essential constituent of the Gardner's pioneering theory of motivation, as can be seen in figure 1.

As can be seen in Figure 1, the "integrative motive" incorporates three elements; namely, "integrativeness", "attitudes towards L2 learning setting" and "motivation" in Gardner's theory of motivation, which has drawn much attention and shaped the subsequent theories and research in the field of SLA.

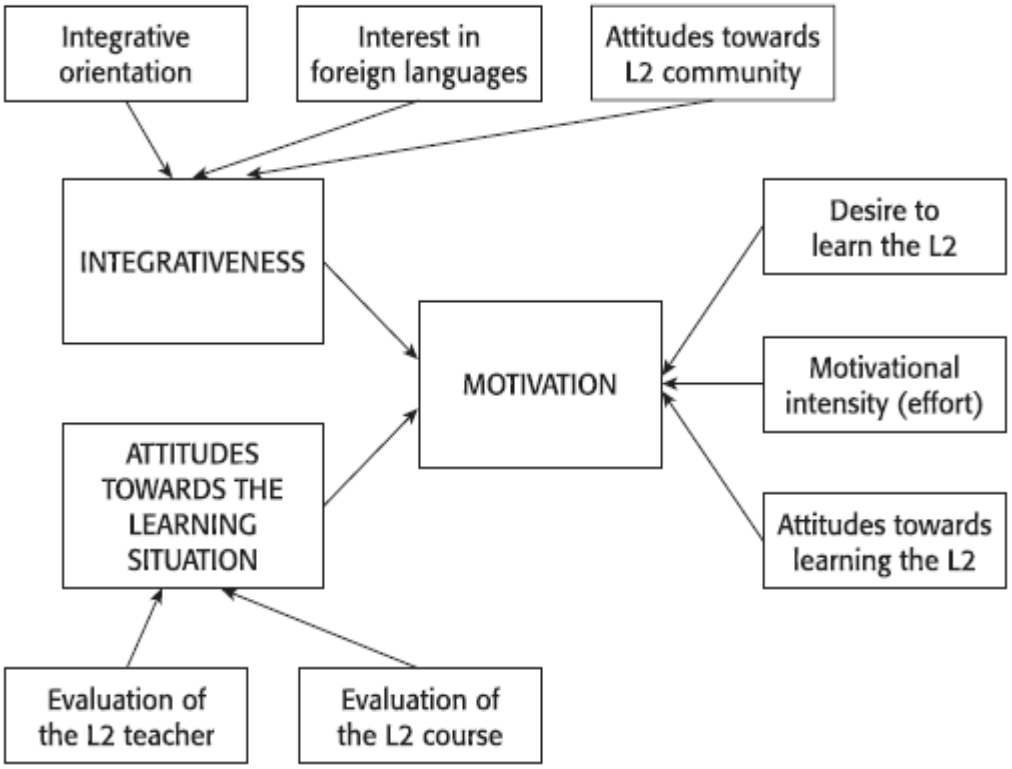

Fig. 1 Gardner's Model of L2 Motivation

The "integrative" orientation can be defined as how L2 learners make themselves associated with the speakers of the target language. "Integrativeness" also shows a real engagement with L2 learning for a close connection to the members of the L2 community. According to Gardner (2001), such a connection to the speakers of L2 could be established at various levels.

2.3.1.2 The Socio-educational Model

Socio-educational model, which was based on Gardner's subsequent and longitudinal motivation research in the field of SLA, was introduced in 1985. The model aims at making the impacts of such personal attributes as motivation, attitude, L2 aptitude and L2 learning strategies and intelligence clear to understand.

The socio-education model postulates that there is a close link between second language learning and socio-cultural or behavioral features of the members of L2 community. As a result, the motivation for L2 mastery is viewed to remain fundamentally distinct from the motivation for achievement in other subjects such as history, science. Having been transformed in time, the model is based on the assumption that both motivation and attitudes are influential in L2 learning since they inspire learners to enhance chances of interaction with the target community.

Being rather complicated, the "motive of integrative" in this model contains three primary dimensions. Firstly, the dimension of "integrativeness" deals with individuals' "integrative" tendency, engagement in L2 studies as well as their attitudes toward the members of the target language. Secondly, "motivation" involves how strongly an individual is motivated and how strongly s/he feels a craving to learn an L2 in addition to attitudes toward learning a foreign language.

Last but not least, it is both "integrativeness" and "attitudes" toward the learning setting that improve an individual's motivation in L2 learning process. However, an absence of motivation will constrain an individual from acquiring a second language. As a result, motivation is an impetus and a crucial pushing factor in second language achievement.

Gardner introduced the "Attitude and Motivation Test Battery", which is also referred to AMTB, for the purpose that they could better grasp the nature of L2 motivation (1985). The AMTB incorporated three subscales which consist of multiple-choice Likert scale items. Gardner and MacIntyre introduced a shorter form of the ATMB in 1985, due to the lengthy nature of the initial version exceeding one hundred items and hardships it caused during administration (1993).

2.3.1.3 Clement's Model of Linguistic Self-Confidence

Based on the dimension of "integrativeness" in Gardner's theory of L2 motivation, Clement introduced a new framework where motivation was compared in monolingual and multilingual contexts (1980). Clement found argued that in monolingual and mono-cultural environments both "integrativeness", and fear of assimilation appear to shape motivation. On the other hand, Clement and Kruidenier posit that in settings where distinctive speech communities exist, individuals' firmness and self-assurance about engagement in using L2, which emerge out of recurrent satisfactory and quality interaction, generate motivation (1985).

Clement's socio-psychological model of L2 motivation also remains significant due to further practicality in EFL settings in which learners relatively less interact with the native speakers of the target language despite indirect interaction through media exposure.

2.3.1.4 Acculturation Theory

Schuman investigates environments with various ethnic origins from a minority point of view. Schuman's research particularly centers upon cultural amalgamation of L2 learners. In other words, how learners identify themselves with the L2 community socially and psychologically forms a basis for the acculturation theory (1978). The theory hypothesizes that social and psychological closeness determine the chances of L2 mastery in that an individual can achieve a second language by means of social cohesion and psychological interaction with the target community. According to Gardner (1985), acculturation theory basically implies "non-acquisition" due to its portrayal of several factors with that interfere with L2 acquisition socially and psychologically (p.137). Among those factors are motivation, planned duration of living within the target community, culture shock, harmony between various ethnic origins and the dominant group.

2.3.2 The Cognitive-Oriented Theories of Motivation in SLA

In this section, Tremblay and Gardner's Model of Motivation, Attribution Theory, Self-Determination Theory (SDT) and Autonomy Theory will be reviewed.

2.3.2.1 Tremblay and Gardner's Model

One of the initial cognitive-oriented models of motivation was introduced by Tremblay and Gardner (1995). This model is a vivid example of a paradigm shift in the enquiry of L2 motivation in that it attempts to mediate between motivation studies in SLA and "cognitive" trends in the mainstream psychology. Another change of focus in this new model is to adopt a more situation specific research perspective in particular learning settings as opposed to a wider vision of multi-linguistic contexts and individuals' general attitudes toward a second language (Skehan, 1989). Actually, the scholars attempted to satisfy the need and demands for a special focus on classroom environment and real needs of language practitioners coming from motivation researchers in the field of education (Brown, 1990). According to Crookes and Schmidt (1991), in order to fulfill the need for a closer examination of L2 motivation and so suggest more practical implications for language teachers to transfer into real classroom environments, cognitive-oriented motivation variables were required to integrate into traditional social and psychological frameworks (Oxford & Shearin, 1994). Dörnyei (2005) also purports the idea that more elaborate motives that can be easily applicable for language classrooms should be incorporated into the existing motivation constructs.

In pursuit of a broader framework of motivation, Tremblay and Gardner introduced a new model in L2 motivation, which included such three concepts from expectancy-value and goal theories in the mainstream psychology as goal salience, valence and self-efficacy as shown in Figure 2 (1995).

The concept of goal-salience deals with particular language learning goals of individuals as well as the number of strategies employed in the goal-setting process. Valence, as the second mediating variable in Tremblay and Gardner's model, involves existing scales like "attitudes toward second language learning" represents a value component with regard to learning setting. Thirdly, the concept of "self-efficacy" contains learning anxiety as well as "performance expectancy" which is related to L2 achievement.

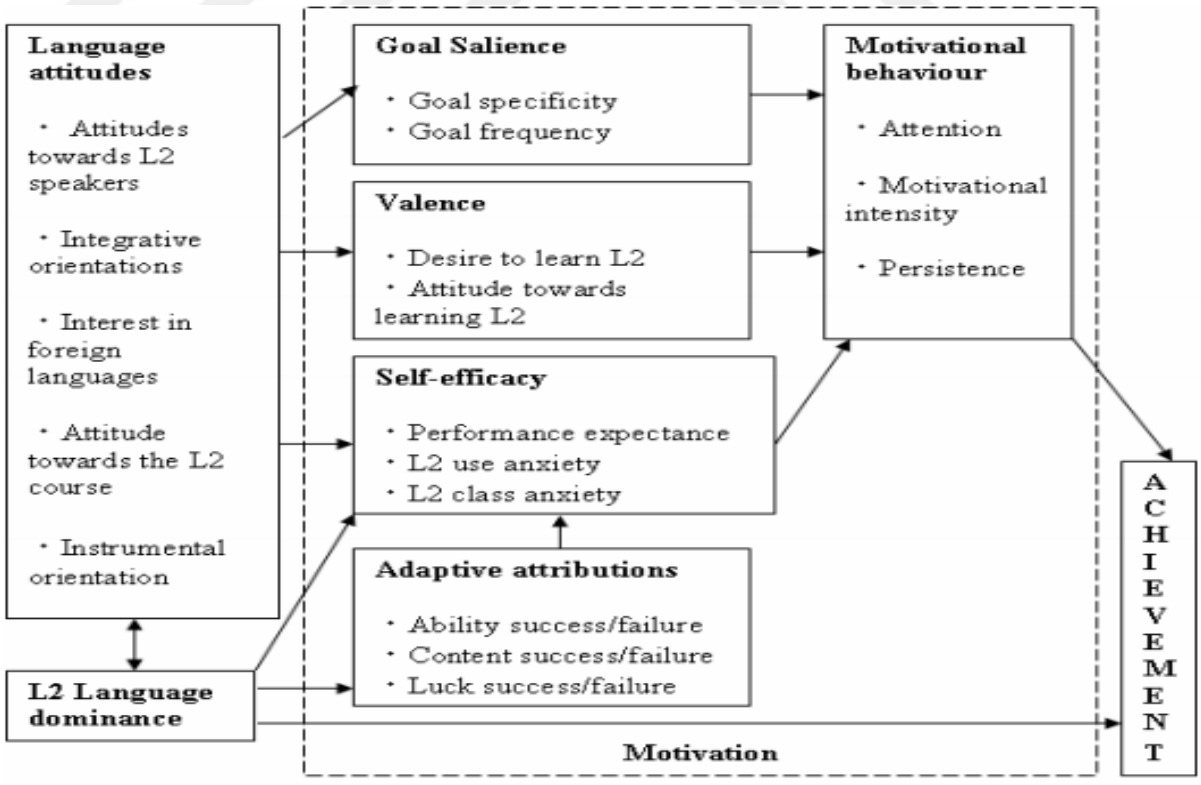

Fig. 2 Tremblay and Gardner's Model of Motivation

2.3.2.2 Attribution Theory

Qualitative motivation research in the field of SLA has offered a better understanding of L2 learner attributions (Ushioda, 1998; Williams & Burden, 1999, 2005). To begin with, Ushioda suggests that (1998) staying positive and building self-confidence even when an individual is faced with a problem depend on two attributions. First attribution is ascribing desirable L2 performance to one's unique aptitude or other individual factors. The second pattern is the attribution of undesirable L2 experiences to short term academic failures that may be avoided (Graham, 1994). In addition, Williams and Burden (1999) put forward practical suggestions with regard to attributions of L2 learners through their studies in educational psychology. They particularly focused on developmental features of learner attributions in the context of second language learning. Through their qualitative research, they found out that there exist sharp contrasts between various age groups with regard to their perception of achievement and the types of attributions to success and failure. For example, Williams and Burden (1999) revealed that while young learners view listening and focusing as the underlying causes of success, older learners possess a greater variety of causal attributions such as aptitude, amount of efforts conditions and social engagement.

A crucial implication in both qualitative studies was that L2 achievement was not attributed to learning strategies, which clearly shows significance of strategies in L2 learning process disregarded. Research that centers upon attributional processes has later evolved into "autonomy theory".

2.2.2.3 Self-Determination Theory

The intrinsic-extrinsic dichotomy has proved to be a prevalent conceptualization of motivation pursuant to self-determination theory (SDT) (Deci & Ryan, 1985). A substantial amount of research on the perspectives of (SDT) in the field of SLA has been mostly thanks to the studies of Noels and others (Noels, 2001, 2003, 2009; Noels et al., 2001).

Noel and others (2000) introduced a novice instrument for evaluating a wide range of orientations of individuals in their L2 learning process and finding their relation within the framework of SDT. They showed that instrumental orientation and extrinsic type of motive are well-matched while orientations of friendship, travel and knowledge much strictly comply with intrinsic regulation. Another impressive result in their study was that the scale comprising of internalized goals and motives which individuals appreciate is much more associated with the orientation of criterion measures compared to the orientation of intrinsic motivation (Noels et al., 2009). They further suggested that such intrinsic motives as satisfaction and interest do not prove quite adequate for continuation of learning activity, and that an individual's awareness of the significance and weight of L2 learning can be more critical in this respect.

Their empirical research within the framework of STD, see22ms useful particularly due to a subtle and broad classification of goals and orientations of L2 learning (Noels, 2001, 2003; Noels, at al., 2000, 2001). In addition, those empirical studies that particularly focused on teaching philosophy and quality of interaction of the language practitioner in real classroom settings provided valuable insights into the social learner environments which could result in an increase in extent of intrinsic and extrinsic motivation among L2 learners (Ushioda & Dörnyei, 2011).

2.3.2.4 Autonomy Theory

The focus of motivation research in the field of SLA changed to the cognitive- oriented dimensions in 1990s, during which the concept of "autonomy" intrigued L2 researchers (Allwright, 1990; Gremmo & Riley, 1995). Likewise, within the same period, learning strategies aroused interest among scholars in their work of L2 motivation (Oxford, 1990; Wenden, 1991). According to White, that was partly due to emerging learning technologies that have encouraged individuals to become independent learners (2008). A pioneering scholar that contributed to the limited amount of literature on the impacts of autonomy on motivation at that time was Dickinson, who used cognitive-oriented theories and conceptualizations of motivation in the educational psychology as a base with an aim to evaluate the connection between autonomy and L2 motivation. Dickinson (1995) basically posits that a great deal of effort that is put in L2 learning process and active participation in the learning setting are two focal points of both "autonomy" and "motivation".

According to Ushioda, “autonomy” refers to engagement in L2 learning as well as responsibility in one’s learning process whereas “self-motivation” denotes dealing with the “affective” factors in L2 learning (1996b). This common ground between the “affective” variable of motivation, which can also be referred to as desire to do an action and an aptitude for L2 mastery, was also shown in Littlewood’s (1996) construct that focuses on autonomy. Moreover, Okada and others revealed that an intimate connection exists between motivation and utilizing meta-cognitive strategies in L2 learning (1996). This finding resulted in further speculations that meta-cognition is a component which is heavily linked to motivation in L2 learning process (Vandergrift, 2005).

2.3.3 The Process-Oriented Theories of Motivation in SLA

2.3.3.1 William and Burden's Framework of Motivation

Williams and Burden's process-oriented model of motivation, which is based on social-constructivist learning theory, lays emphasis on the assumption that each learner has a unique way of motivation (1997). On the other hand, the model hypothesizes that motivation of a learner also hinges upon factors which emerge from the social context. Their model was later expanded in an attempt to provide a more elaborate and broader classification of influential factors of L2 motivation in real classroom settings. The model comprises three sequential stages with a number of internal and external factors, by which Williams and Burden provide a clear contrast between what generates motivation and what keeps it strong all the way through, in order to describe the process of L2 motivation (1997). Whereas the first two stages are associated with the generation of motivation, the last one implies keeping motivation alive. In this respect, their conceptualization of motivation corresponds closely to Dörnyei and Otto's model, which is process-oriented and a highly intricate treatment of the dimension of process (1998). Dörnyei and Otto's model can be viewed as considerably extensive in that it neatly incorporates a variety of strands of motivation studies. In their process model, various antecedents of motivation are put in order of separate actions. As the Figure 3 represents, their model subsumes two major dimensions; namely, "action sequence" and "motivational influences", both of which are typified through three sequential stages.

As Figure 3 illustrates, the first stage involves the formation of motivation for the intended action. The second stage is related to sustaining motivation during execution of the action. The last stage of the process corresponds to a thorough analysis of the action performed for a potential recurrence of the action.

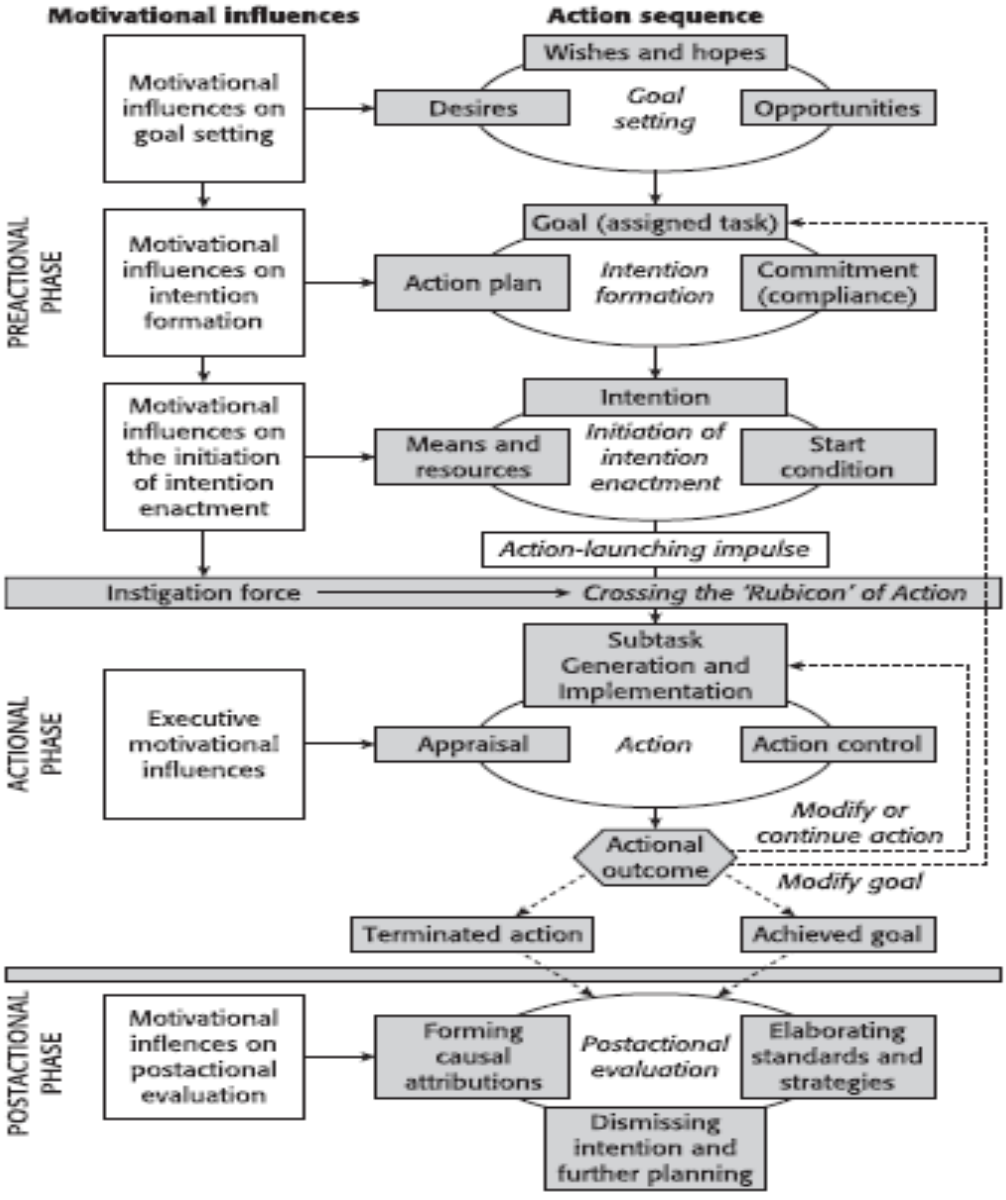

Fig. 3 Motivation Model of Dörnyei and Otto

2.3.3.2 Ushioda's Model of Motivation

Ushioda (1998) adopted a qualitative approach in an attempt to show variations in the direction, amount and duration of motivation in response to calls for more research on L2 motivation in that respect. Another reason why a qualitative approach was adopted to develop this model is the idea that motivation of second language learners is changeable and "dynamic" in contrast to being fixed and constant.

Ushioda explored various ways of thinking which can promote motivation over a period of time by means of several detailed interviews among learners of French within the context of Ireland. In that study, Ushioda (1998) showed that motivation in L2 learning is shaped by the learners' perception and awareness of their achievement and satisfaction in the learning process instead of their language learning aims as can be seen in Figure 4. She further suggested that particularly successful learners can keep a high level of motivation throughout their L2 learning process thanks to their enthusiasm and aptitude for learning languages.

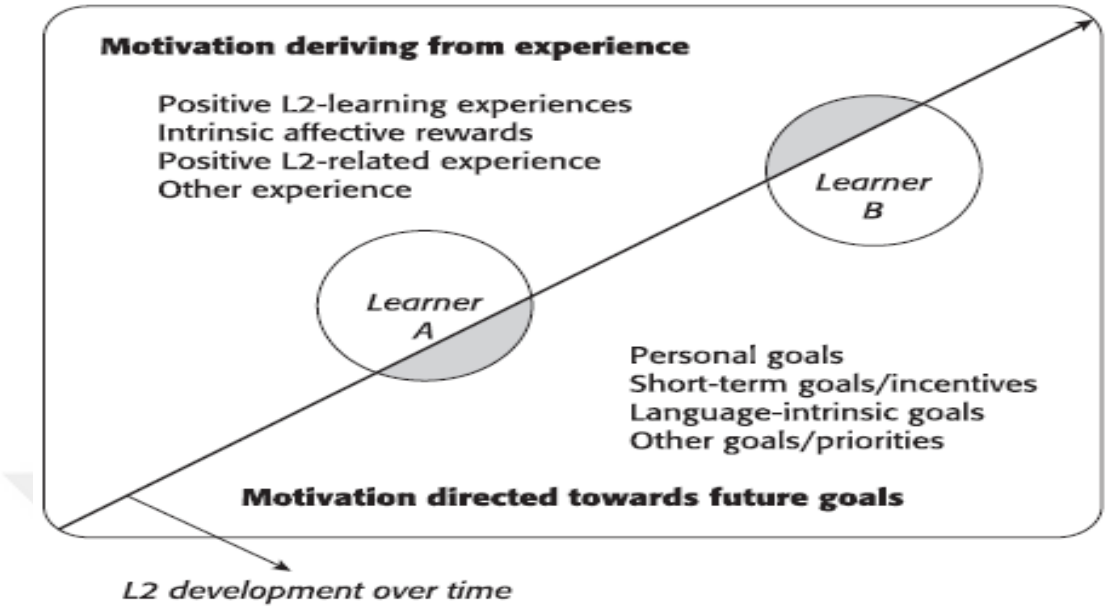

Fig. 4 Ushioda's Framework of Motivation

As shown in the Figure 4, Ushioda, hypothesizes that "Learner A" has motivation due to positive experiences as well as minimal effect of future goals. On the contrary, it is goals that shapes motivation for "Learner B", which may be an indicative of a likely period in the development of motivation for "Learner A" because of the significance of long-term goals. Shortly, through her "temporal perspective", Ushioda posits that individuals' experiences in L2 learning can further impact upon future goals which eventually provide motivation for L2 mastery (1998, 2001).

2.3.4 The Socio-Dynamic Shift in Current Motivation Research

2.3.4.1 L2 Motivational Self System

Dörnyei sketched out the premise of another way to deal with conceptualizing L2 learning motivation inside a 'self' structure calling the novice theoretical framework the "L2 Motivational Self System" (2005, 2009). He offered a comprehensive theoretical portrayal of that framework and demonstrated its basics and the ways through which it expands the range of L2 motivation studies.

"The L2 Motivational Self System" corresponds to a noteworthy transformation of past motivational models by its vivid usage of "self" theories of mainstream psychology such as Marcus and Nurius' inspiring work "the ideal and ought self" (1986) and its more technically conceptualized version in Higgins' much broader "theory of motivation and self-regulation" (Higgins, 1987), yet its underlying foundations are strongly set in recent studies in the domain of L2 (Taguchi, et. al., 2009; Papi, 2010; Yashima, 2009; Dörnyei, 2009a; 2010). Furthermore, Dörnyei's new motivational construct proves to be congruent with the motivational models that were introduced by Gardner (2001), Ushioda (2001) and Noels (2003) in terms of dimensions and orientations described in those models (Dörnyei,et.al., 2006; Dörnyei, 2009a; 2010). It could be inferred that a myriad of second language motivational theories seem to concur into a unified and broader model of the "L2 Motivational Self System" (Kim, 2009; Al-Shehri, 2009; Csizer& Kormos, 2009; Dörnyei, 2009a; 2010).

As for the issue of validity, a great deal of empirical research which tested certain principles of the new construct has been conducted (Papi, 2010; Ryan 2009; Taguchi et al. 2009; Csizér & Kormos, 2009; Csizer &Lukacs, 2010; Lamb, 2012; Islam, et. al., 2013).

Although the ideal self and the ought self become the essential constituents of the "L2 Motivational Self System", a third significant component related to the immediate effect of the learning setting was needed in that one of the principle accomplishments of the new influx of motivational examinations about two decades ago was to identify the motivational effect of the such primary elements of the classroom learning setting as the teacher, the curricula and the target audience (Dörnyei, 2005; 2009; 2010; Dörnyei & Ushioda, 2009). Furthermore, for some L2 students, the underlying inspiration to study a second language does not originate from inside or externally produced "self-images", yet much from fruitful involvement with the real L2 learning situation since they realize the fact that they achieve it (Dörnyei, 2019). Hence, theoretical construct of this research; namely, the "L2 Motivational Self System" consists of three dimensions (Dörnyei, 2005; 2009): The first component, which is "IdealL2Self", could be viewed as the learner's "optimal self", specific to the second language. If an individual aspires to use a new language according to his or her ideals, the "IdealL2Self" is an effective impetus when studying a second language due to the aspiration to lessen the inconsistency between our genuine and "ideal" selves. Conventional integrative and internalized instrumental types of motivation would regularly pertain to this component.

The second component, which is “OughttoL2Self” is related to the characteristics which an individual considers a person should have in order to satisfy expectations and to prevent probable undesirable results. “OughttoL2Self” essentially builds upon “ought self” theory of Higgins, and so conforms with much more extrinsic sorts of instrumental motivational sources. The final component, which is “L2LearningExperience” deals with established, impelling incentives which are pertaining to actual learning setting, encounters and practices including the curricula, learning audience, language attainment.

2.4 Academic Achievement and EAP

2.4.1 What is EAP?

According to Partridge and Starfield, English for Academic Purposes (EAP) can be defined as systematic teaching and learning efforts of English through understanding and practicing a set of written or spoken “discourse practices” for having a desired level of communicative competency which a particular domain or field of study requires (2013). Hyland (2016) also describes EAP as a trend in language education which aims at catering for specific communication needs of learners within particular academic groups as well as contributing to their development of academic study and research skills. Likewise, Flowerdew and Peacock offers a broad definition of EAP as instruction of English on the purpose of facilitation of academic communicative practice in English (2001).

Shortly, EAP provides learners with an outlet for maximizing their comprehension, communication and achievement in their fields of study and courses. In doing so, as well as being a theoretically grounded and research-based approach, EAP incorporates efforts for analyzing particular needs of the learners, designing a novice syllabus and developing specific materials.

2.4.2 Growing Demand for EAP

EAP first appeared as a sub-branch of English for Specific Purposes (ESP) apart from English for Occupational Purposes (EOP) in 1980s, and it has proved to gain an increasing popularity all around the world since then. The reason behind the spread of EAP courses are various. To begin with, according to Hutchinson and Waters changing status of English as "lingua franca" all around the world in the second half of the 20th century led to a growing significance of English both in the professional and academic life (1987). In that respect, Hyland asserts that in the academia, English has dominated scientific research and publications and EAP has globally spread across universities thereafter (2018). As a result, as Flowerdew and Peacock claim EAP has been much sought after by higher education institutes all around the world in order to meet the communicative skills and particular needs of learners, scholars of a specific discipline or context (2001). Moreover, Graddol (1997) states that due to the rise in global markets, the number of universities that offer English-medium instruction (EMI) has also increased with an aim to have more qualified, internationally-recognized and employable graduates.

Therefore, universities with EMI in countries where English is not the first language have attracted more and more international students. It has been EAP that equip those learners with various intellectual, academic, linguistic and social backgrounds with the core skills of communication and research that will assist them throughout their academic life and so professional life. Overall, as a result of the transformation English language into a lingua franca in the academia and business life, its reflections in the demand for ESP and more specifically EAP courses have been seen more frequently.

According to Braine, it has been concurred that EAP is an approach that is intended for not only undergraduates or post graduates but also those learners at any stage of formal education (2002). For example, it is widely recognized that students who start early education could be assisted for influential learning and adaptation into the instruction system when they are equipped with certain academic skills and suitable linguistic features for intended contexts. Moreover, EAP is not an activity which is offered only to L2 English users. Undergraduates who are native English speakers are in need of exploiting scholarly knowledge in a different way that can be taught by means of EAP. Considering the nature, design and objectives of EAP courses, it is not surprising that there has been an increase in the number of native speakers of English who lack core communication skills required by universities and highlight the significance of EAP for enhancing their academic achievement. EAP has become significant for researchers and faculty members, too.

Considering the case of academics whose first language is different from English, particularly those who are employed by a university with EMI in an EFL context, EAP remains as an essential and pushing need for their professional life. For instance, it is EAP that will meet such specific needs of academics as lecturing, carrying out scientific research, disseminating knowledge and presenting overseas.

To put in a nutshell, what greatly differs EAP from teaching English for General Purposes is that it does not deal with the acquisition of general language skills which are roughly the same for all learners of a second language with various aims. Rather, EAP attempts to develop a new type of competence and knowledge among learners of a specific context or discipline with a focus on practicality (Dudley-Evans, 2001). For that reason, EAP is centered upon certain major thoughts incorporating a systematic and thorough analysis of needs, genre and context as well as subject-specific issues.

2.4.3 Effectiveness of EAP Instruction

Crosthwaite (2016) revealed that teaching EAP could be influential in enhancing writing abilities of learners at tertiary level within a period of one academic semester. Likewise, Green argued that EAP instruction can result in a considerable increase in the quality and grades of learners' writing. It has also been shown that EAP instruction in overseas countries helps EFL learners to reduce their anxiety and become more ready and eager for academic communication (Dewaele, et. al., 2015).

Moreover, it has been asserted that learners of EAP could acquire and use more academic vocabulary along with advanced syntax examples in their compositions upon receiving a short-term EAP course (Mazgutova & Kormos, 20015). Last but not the least, James (2014) argues that EAP students could transfer their learning to other course and gain an overall academic achievement in their disciplines or specific academic contexts. The positive effect of EAP on the achievement of other subject-specific courses has also been purported in the work of Terraschke and Wahid (2011). They found that learners view EAP instruction as beneficial in that they could transfer and apply what they have learnt in other courses throughout their academic life.

2.5 Summary of the Chapter:

This chapter has explored the chronological development of motivation research in the field of psychology beginning from initial studies in late 1950s. It is considered that as a reaction to behavioristic theories of motivation, the cognitive-oriented theories and constructs of motivation emerged in the early 1960s and have become intriguing and dominant since then.

After reviewing the latest and most prominent strands of motivation in the field of psychology, the chapter has proceeded with the analysis of the latest orientations and directions in L2 motivation research within the framework of theories and constructs of motivation in the mainstream psychology.

As for the theories of L2 motivation, it is assumed that although they originate from motivation theories in the learning psychology, they appear to put emphasis on unique features and factors embedded in language learning in their attempt to define motivation of L2 learners.

It has also been shown that the focus of L2 motivation research has been changing due to the restricted scope of the traditional linear models and constructs of L2 motivation. L2 motivation research seems to have entered into a "socio-dynamic period" due to the complicated, dynamic and extensive nature of L2 motivation process involving a myriad of factors such as social setting, culture, along with the learners' own distinctive features (Dörnyei, 2005, 2009). According to Larsen-Freeman and Cameron (2008) this new trend of motivation research in the field of SLA appears to be aligned with the current broader moves in the applied linguistics which have emphasized "emergentist" and "dynamic systems" theories to L2 acquisition (Ellis & Larsen-Freeman, 2006).

Scholars have often viewed L2 motivation as more complex compared to other subjects and so considered that individuals cannot learn a second language in the way that they learn other subjects. As a result, for L2 motivation researchers, it has traditionally been a modus operandi to connect the second language to the learner's "individual core" creating a key constituent of the learner's identity.

L2 Motivational Self System (L2MSS) stands for a radical transformation of traditional models and constructs of motivation in the field of SLA in that it has bilateral roots. Firstly, it straightforwardly employs theories of the self in the mainstream psychology. Secondly, it reformulates the existing approaches to L2 motivation. More specifically, according to Dörnyei (2005, 2009), L2MSS is an expected advancement that has emerged based on Gardner's theory of L2 motivation.

CHAPTER III. METHOD

3.1 Participants

The total number of the participants in the current research was exactly 385 following the piloting stage at which the questionnaire was administered to 75 students. More than eighty per cent of the participants were Turkish while the rest comprised of international students from various countries in the main study. All the participants in age from 18 to 23, more than half of whom were female students. All the participants were undergraduate EFL learners with diverse majors, who were enrolled in an (EGAP) English for General Academic Purposes Course at a private Turkish university where the medium of instruction is English. It is essential that all participants attend the English Preparatory Program and succeed in (TRACE) the language proficiency exam of the university in order to be eligible for enrolling in undergraduate programs. Students who were exempt from the English Preparatory Program were required to submit a valid (2 years) TOEFL-IBT score of minimum 80 points with at least 20 in each section and Pearson PTE Academic with at least 62 score and 59 in each section. Also, the participants could prove the required proficiency level in English in FCE with at least “B”, CAE/CPE at least “C”, and YDS with a minimum score of 86. The participants of this research who attended the EAP course are assumed to be B2 level users according to CEFR.

3.2 Data Collection Tools

The items of the questionnaire that was employed in this research were developed on the basis of L2 Motivational Self System or adapted from the relevant validated research instruments. The final version of the original questionnaire, which was based on the longitudinal Hungarian studies of Dörnyei and others (2006), was employed and published in Dörnyei (2010) with 10 factors and 65 items. Because this research is based on the theoretical framework of "L2 Motivational Self System", items in the relevant 3 factors; namely, "IdealL2Self", "OughttoL2Self" and "L2 Learning Experience" were adapted from the original questionnaire. The original questionnaire was also utilized and validated in various studies following its onset in Dörnyei and others (2006). For instance, Ryan (2009), Taguchi and others (2009) used the original questionnaire. As for the reliability of the original questionnaire in the previous research, Ryan, (2009) reported that Cronbach's Alpha reliability coefficient of the factors that are also employed in this research are .85 for the Ideal Self, .86 for the OughttoSelf, and .88 for L2 Learning Experience. Those reliability scores are considered to be acceptable (Bland, 1997; DeVellis, 2016). Also, Taguchi and others (2009) utilized the same questionnaire to validate Dörnyei's "L2MSS" within the contexts of three countries and showed that the alpha coefficients were as follows:

The IdealL2Self: 0.89 (Japan), 0.83 (China), 0.79 (Iran),
The OughttoL2Self: 0.76 (Japan), 0.78 (China), 0.75 (Iran),
L2 Learning Experience: 0.90 (Japan), 0.81 (China), 0.82 (Iran.)

Moreover, when Papi (2010) adapted and utilized the original questionnaire in the context of Iran with over one thousand high school senior EFL students, he showed that each of those three scales had satisfactory Cronbach's Alpha coefficients; respectively, .77, .71, 85. Those reliability coefficients are also acceptable (Nunnally, 1994; Streiner, 2003).

The original questionnaire was adapted with 3 factors from the L2 Motivational Self System. The adapted version of the questionnaire which is employed in this research comprises of 2 sections. The first section subsumes 3 subscales with 24 items, all of which are intended to measure motivation of L2 learners through 3 dimensions. The items were answered by five-point Likert scales from 1 representing "strongly disagree" to 5 showing "strongly agree" anchoring each end of the items. The second section contains 5 questions to discover background information and demographic details about the participants.

Prior to main administration of the questionnaires, the new version was revised at the comprehensive piloting stage to enhance the reliability and validity. Cronbach's Alpha reliability coefficient of the questionnaire in the pilot study was found ,88. As for the validity, Explanatory Factor Analysis (EFA) was initially performed with 3 identified factors. However, when EFA did not give the satisfactory results, the pattern of organization was changed to Confirmatory Factor Analysis (CFA). After CFA was used. Then, it was seen that the results with the item OughttoL2 6 was not satisfactory. As a result, the item OughttoL2 6 was eliminated from the study for two reasons.

First, deletion of that item improves the validity. Second, the reliability was seen to increase. Apart from that item, all the other items were distributed appropriately, and so the factor loadings appear to support the latent variables. Moreover, in the factor analysis, items "OughttoL2Self 7" and "OughttoL2Self 8" load on two factors, so those two items share the same properties. The Table 1 shows the results of the factor analysis of the main administration. The rotated matrix analysis in Table 1 illustrates the factor loadings for each variable. While carrying out the CFA in the piloting study, principal component analysis was used as the extraction method. Besides, Varimax with Kaiser Normalization was selected as the rotation method. Last, rotation converged in 5 iterations.

Rotated Component Matrix[a]			
	1	2	3
Attitudes2	,87		
Attitudes4	,85		
Attitudes3	,80		
Attitudes5	,80		
Attitudes6	,80		
Attitudes1	,77		
IdealL2Self8	,55	,47	
OughttoL2Self7	,50		,45
IdealL2Self1		,69	
IdealL2Self3		,68	
IdealL2Self5		,63	
IdealL2Self2		,58	
IdealL2Self10		,57	
IdealL2Self9		,56	
IdealL2Self7		,55	
IdealL2Self4		,54	
IdealL2Self6		,48	
OughttoL2Self1			,74
OughttoL2Self3			,73
OughttoL2Self5			,61
OughttoL2Self4			,56
OughttoL2Self2			,54
OughttoL2Self8		,42	,44

Table 1. The Results of the Factor Analysis of the Pilot Study

In the main administration, overall Cronbach's Alpha reliability score of the questionnaire was found to be 0.90. The reliability scores of each variable as well as overall reliability score of the scale are show in Table 2.

(Valid N= 385)		
Name of the Variable	Number of Items	Cronbach's Alpha
1. IdealL2Self	10	,83
2. OughttoL2Self	7	,80
3. L2 Learning Experience	6	,91
Overall Reliability of the Scale	23	,90

Table 2. The Reliability Analysis of the Final Questionnaire

When it comes to the factor analysis, the same procedure as in the piloting study was conducted in the main administration. 23 items were measured in the exploratory factor analysis. Then, rotated component matrix was applied with an aim to improve the analysis. In the final analysis, OughttoL2Self7 was excluded because of the low factor load of the item. Besides, it is worth noting that the item IdealL2Self8 is in the same factor of L2LearningExperience. Equally important, it was seen that the item IdealL2Self10 is loaded in two factors. CFA results of the main administration can be seen in Table 3.

Rotated Component Matrix[a]			
L2LearningExperience4	.84		
L2LearningExperience3	.83		
L2LearningExperience5	.82		
L2LearningExperience2	.80		
L2LearningExperience6	.75		
L2LearningExperience1	.70		
IdealL2Self8	.48		
IdealL2Self3		.70	
IdealL2Self2		.68	
IdealL2Self4		.68	
IdealL2Self7		.68	
IdealL2Self6		.64	
IdealL2Self1		.62	
IdealL2Self9		.50	
IdealL2Self5		.42	
IdealL2Self10		.49	.45
OughttoL2Self3			.77
OughttoL2Self1			.71
OughttoL2Self2			.68
OughttoL2Self4			.61
OughttoL2Self8			.60
OughttoL2Self5			.48
OughttoL2Self7			.36

Table 3. The Results of the CFA in the Main Administration

3.3 Research Design

In this quantitative research project, a survey research method was utilized in order to explore the relationship between undergraduate EFL learners' motivation and their achievement level in an EAP course through their final course grades. To that end, a motivation questionnaire has been employed in order to investigate EFL learners' motivation and its relation to their achievement in an EAP course. The questionnaire utilized in this research project has been adapted from Dörnyei's questionnaire (2010).

The original questionnaire is based on Dörnyei's framework of motivation, which is called L2MSS (2005, 2009). L2MSS subsumes 3 components; namely, "IdealL2Self", "OughttoL2Self" and "L2 Learning Experience". In parallel with that the questionnaire employed in this research incorporates 3 sub-scales.

The last but not least, reliability coefficient was calculated in both the pilot and the main study in order to ensure the reliability and the practicality of the subscales. Also, factor analyses were used in both the piloting study and the main administration. Following the application of descriptive statistics, correlation analyses were performed in order to test the hypotheses. For the correlation analyses. achievement of the participants in the EAP course was evaluated according to their final course grades.

3.4 Procedures

At the outset, the theoretical framework of the research was determined. Next, quantitative research method was followed. For that purpose, a questionnaire survey was adapted from the relevant validated instruments (Dörnyei, 2010) based on the L2 Motivational Self System. The administration of the questionnaires was in actual classroom setting in both the piloting study and the main study following the written approval of Özyeğin University (İstanbul) Research Ethics Committee. Only the participants who gave written consent attended this research. There was no participant who dropped out during or after the administration. Besides, anonymity and confidentiality were central to this research, and the participants were informed about confidentiality in both verbal and written form. Then, the new version of the questionnaire was administered to at the piloting stage, where reliability and factor analysis were calculated. In the main study, the developed questionnaire was administered to target group. Dörnyei's L2 motivation questionnaire (2010) was adapted and distributed in English within the actual classroom setting.

The questionnaires were administered either by the author or the classroom instructors in person following preliminary explanation to the participants in both the piloting study and the main administration. Finally, Pearson correlation test was applied in order to measure the statistical relationship between the variables and to interpret the hypotheses.

3.5 Data Analysis

Course achievement grades and motivation scores of the participants were treated through Pearson Correlation Coefficent (*r*) in order to measure their correlation and to address each hypothesis. Pearson's correlation coefficient is more appropriate to apply because the three variables are distributed in a linear fashion on the log scale and it relies on the method of covariance. The Pearson correlation is a number which exactly shows how strong a relationship exists between variables in the hypothesis. Coefficient values could vary from +1 to -1. While the former refers to a very strong positive relationship, the latter shows a highly negative relationship. Besides, the value of 0 means there is no relationship between the variables. All the data were analyzed through IBM SPSS Statistics version 22.0.

CHAPTER IV: RESULTS

4.1 Introduction

In this section, the results of the research are presented. Given that this research project aims at showing the relationship between motivation of L2 learners according to the L2MotivationalSelfSystem (Dörnyei, 2009) and their course achievement in an EAP course, the analysis of the main study is inherently correlational. For that purpose, the Pearson's correlation (r) has been utilized in order to answer the research questions. The results of the correlation analysis will lead up to further discussion that will be provided in chapter 5.

First of all, the mean score and standard deviation of the final course achievement grades of the participants at the end of the term were calculated. The mean is 70 while the standard deviation (SD) was 13 for the subject set of data. Accordingly, 2 achievement groups were formed; namely, low achievers and high achievers.

Achievement Groups	Frequency	Percent	Valid Percent	EAP Course Grades (0-100)
Low Achievers	195	50.6	50.6	0-70
High Achievers	190	49.4	49.4	70-100
Total	385	100.0	100.0	-

Table 4. Distribution of Achievement Groups

4.2 Research Question – 1

What is the relationship between motivation and achievement of undergraduate EFL learners in EAP?

Hypothesis – 1: There is a positive relationship between motivation and achievement of undergraduate EFL learners in EAP.

The Pearson's Correlation analysis was performed between the participants' EAP course achievement grades and the overall components. By using the mean as criteria, participants were split into two achievement groups. Then, the correlation analyses were done for each achievement groups. The correlation analysis of the low achievement group is presented Table 5.

Low Achievers (N= 195)					
Pearson Correlation (*r*)	**Overall Achievement**	Ought to L2 Self	L2 Learning Experience	Ideal L2 Self	**Overall L2MSS**
Overall Achievement	1	,26**	,27**	,30**	**,35****
Ought to L2 Self	,26**	1	,45**	,38**	,80**
L2 Learning Experience	,27**	,45**	1	,41**	,84**
IdealL2Self	,30**	,38**	,41**	1	,70**
Overall L2MSS	**,35****	,80**	,84**	,70**	1

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

Table 5. Correlation Analysis of the Low Achievers' Motivation and Grades

As can be seen in Table 5, it has been discovered that there is a statistically significant and linear relationship between achievement grades of the low achievers and overall scores of the components ($p < 0.05$). Also, it is significant to note that there is a statistically significant and linear relationship between each component of the scale and the overall scale ($p < 0.05$).

As for the correlation between achievement and motivation of high achievers, it has been found that there is a statistically significant and linear relationship between their achievement grades and the overall components of motivation ($p < 0.05$). Also, it has been shown that there is a statistically significant and linear relationship between each component of scale and the overall scale ($p < 0.05$).

High Achievers (N= 190)					
Pearson Correlation (*r*)	**Overall Achievement**	Ought to L2 Self	L2 Learning Experience	Ideal L2 Self	**Overall L2MSS**
Overall Achievement	1	,09**	,17**	,24**	**,20****
Ought to L2 Self	,09**	1	,41**	,55**	,77**
L2 Learning Experience	,17**	,41**	1	,61**	,87**
IdealL2Self	,24**	,55**	,61**	1	,84**
Overall L2MSS	**,20****	,77**	,87**	,84	,1

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

Table 6. Correlation Analysis of the High Achievers' Motivation and Grades

4.3 Research Question – 2

What is the relationship between motivation and achievement of undergraduate EFL learners in EAP according to each component of L2MSS?

Hypothesis – 2: There is a positive relationship between motivation and achievement of undergraduate EFL learners in EAP according to each component of L2 Motivational Self System.

The correlation analyses were done for two achievement group. It is significant to remember that achievement groups were formed by using the mean as the criteria. In

Low Achievers (N= 195)					
Pearson Correlation (*r*)	**Overall Achievement**	**Ought to L2 Self**	**L2 Learning Experience**	**Ideal L2 Self**	Overall L2MSS
Overall Achievement	**1**	**,26****	**,27****	**,30****	,35**
Ought to L2 Self	**,26****	**1**	**,45****	**,38****	,80**
L2 Learning Experience	**,27****	**,45****	**1**	**,41****	,84**
IdealL2Self	**,30****	**,38****	**,41****	**1**	,70**
Overall L2MSS	,35**	,80**	,84**	,70**	1

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

Table 7. Correlation Analysis of Each Component of L2MSS and Low Achiever's Grades

As it is presented in Table 7, there is a statistically significant and linear relationship between grades of low achievers and component 1, "IdealL2Self" ($p < 0.05$). Likewise, there exists a statistically significant and linear relationship between EAP achievement and component 2, "Oughtto-L2-Self" in this group ($p < 0.05$). Finally, it has been shown that the third component, "L2LearningExperience" has a positive correlation with the achievement of this group. ($p < 0.05$). Last but not the least, it has been found that relationship between each component and the overall scale correlate significantly ($p < 0.05$). According to the correlation results, there is a statistically significant and linear relationship between achievement and the component of "IdealL2Self" ($p<0.05$). Similarly, achievement and the component of "L2LearningExperience" correlate significantly in the group of high achievers. ($p<0.05$). However, the results indicate that, there is no relationship between achievement grades of high achievers and the component of "OughttoL2Self" ($p>0.05$).

High Achievers (N= 190)					
Pearson Correlation (*r*)	**Overall Achievement**	**Ought to L2 Self**	**L2 Learning Experience**	**Ideal L2 Self**	Overall L2MSS
Overall Achievement	**1**	**,09****	**,17****	**,24****	,20**
Ought to L2 Self	**,09****	**1**	**,41****	**,55****	,77**
L2 Learning Experience	**,17****	**,41****	**1**	**,61****	,87**
IdealL2Self	**,24****	**,55****	**,61****	**1**	,84**
Overall L2MSS	,20**	,77**	,87**	,84	,1

Table 8. Correlation Analysis of Each Component of L2MSS and High Achiever's Grades

The reason why the Pearson's correlation was utilized in this research project is because the variables have a normal distribution. Although at first glance, the correlation figures appear relatively low, it is worth to acknowledge that the causal relationship between motivation and other variables like achievement is not always crystal clear considering the unexpected and various nature and goals of L2 learners (Dörnyei, 2010). Also, L2 learners' motivation has been extensively documented to be shaped by a myriad of factors (Dörnyei, 2010). As a result, any judgment that the relationship between motivation and achievement of L2 learners in the EAP course is weak would be a hasty generalization. Drawing such a conclusion simply by looking at figures would remain shallow and naive since the relationship between variables are still significant (DeVellis, 2016). Equally important is the size of the sample in this research, which could be considered as a determining factor as to the significance of the variables' relationship (Nunnaly, 1994). If this study had been conducted by a considerably fewer number of participants, it would be more reasonable and acceptable to expect higher correlation scores. In conclusion, even though the correlation figures of this motivation research are not strong, it could be argued that they are statistically meaningful and significant within the dynamic context of SLA, where each learner possesses distinctive orientations and features of motivation.

CHAPTER V: DISCUSSION

5.1 Summary

A Correlation analysis was performed between the overall achievement grades of the low and high achievement groups and the overall scale of the OughttoL2Self, L2LearningExperience, IdealL2Self.The correlation analysis has presented significant insights into the motivational features of the learners within the framework of L2 Motivational Self System and their impacts upon EAP course achievement.

When it comes to high achievers, it has been revealed that a statistically meaningful and linear relationship exists between their achievement and overall motivation of L2MSS in the EAP course. Similarly, as for the lower achievers, it has been found that the variable of achievement significantly correlates with the overall motivation of L2MSS in the EAP course. As a result, the first research hypothesis remains to be valid for both achievement groups. It is also surprising that low achievers have been found to be motivated.

Each component of L2MSS was also separately analyzed to find out their relationship between learners' overall achievement. It has been discovered that low achievers' overall achievement scores of EAP learners have a statistically significant and linear relationship with each one the components of L2MSS. Therefore, the second research hypothesis appears be valid in terms of all components of L2MSS in the group of low achievers.

In the case of high achievers, whereas “IdealL2Self” and “L2 Learning Experience” significantly correlate with the overall achievement of the EAP learners, “OughtoL2Self” has been shown to have no relationship with the achievement of the learners in the EAP course. Then, it could be assumed that, for high achievers “IdealL2Self” and “L2LearningExperience” come to the forefront in relation to achievement in the EAP course.

5.2 Conclusions

Learners’ motivation within the framework of L2MSS altogether proves to have a positive and linear relationship with their achievement in the EAP courses. This does not apply to only high-achievers but low-achievers, as well. Within the light of those findings, it can be argued that the common belief that motivated learners can become successful proves to be true within the context of EAP. On the other hand, it is surprising that low achievers can also have a relatively meaningful levels of motivation in the same setting, which implies that achievement is not the only source of motivation in EAP courses, and that motivation does not directly guarantee achievement in EAP courses. Last but not least, it has been revealed that OughttoL2Self has no relationship with the achievement of high achievers.

In spite of being surprising, the results of the study about low-achievers seem to be consistent with those of Papi (2010) and Dörnyei (2009a) who asserted that motivation may not have a direct and immediate effect on achievement of language learners. The fact that having poor grades or performance cannot totally be linked to motivation in language learning settings can be explanatory for this low expected result in the group of low achievers (Dörnyei, 2005). In other words, low achievers in that EAP course might have some other strong motives or reasons to study that course but, they can still have a relatively lower scores. Another implication of the study pertaining to low achievers is that, as Taguchi and others also state although they have a high rate of L2MSS motivation, there might exist some other factors that interfere with higher achievement grades in the EAP course (2009). In that sense, the results of the low-achievers group appear to have consistency with those of Moskovsky and others, who argued that a quantitative-based motivation study can rarely predict course achievement in the EFL context. (2016). Likewise, in the study of Lamb (2010), it was shown that overall L2MSS motivation has only slight effects upon achievement of EFL learners.

More specifically, when we look at the components of L2MSS of low achievers, it could be concluded that they prove to be motivated in terms of each component of L2MSS separately. In that sense; moreover, it might be a practical implication for EAP instructors to note that despite their relatively lower course grades, there is still a chance for EAP lower achievers to have higher grades considering the variable of motivation (Hyland, 2018). Then, other reasons for their low achievement should be explored for maximizing those learners' achievement levels.

For instance, it could be effective to revisit the syllabus design, needs and genre analysis or contextual factors rather than motivation to figure out a way to help low achievers become more successful learners in the EAP course (Hyland & Shaw, 2016).

Looking at the results of high-achievers, it could be seen that their overall L2MSS motivation has a meaningful and positive relationship with their achievement in the EAP course. Considering the extensive scope of L2MSS, it could be concluded that there are a number of motivating factors that correlate with the achievement of this group in the EAP instruction. This result seems to purport the findings of Taguchi and his associates (2009) as well as the results in the study of Islam and others (2013). The fact that there is a positive and meaningful correlation between the component of IdealL2Self and the overall achievement of high-achievers provide significant implications, which shows consistency with the findings of Islam and others (2013). Firstly, it can be concluded that high achievers are willing to make efforts and succeed in the EAP course in order to adapt themselves to a new way of communication in their particular academic context. Besides, this positive relationship between the component of IdealL2Self and achievement implies that high achievers aspire to learn new information to become a more knowledgeable individual in their fields, and resemble to other members within the same particular academic environment when they communicate (Papi, 2010). Secondly, it is possible to state that according to Oxford, such a relationship can be also explained by the main premise of expectancy theory (1996). That theory posits that individuals expecting to become successful are more likely to succeed in L2 mastery.

The component of L2LearningExperience has also been shown to have a positive and meaningful relationship with the overall achievement of the high achievers in the EAP course. Lamb's (2012) research shows a clear parallelism to the correlation between this component and overall achievement in the EAP course. It can be assumed that just as in an L2 setting, within the context of EAP instruction, learners can become more successful when learning settings, instructors, textbooks and other elements of L2 learning are desirable, satisfactory and entertaining. In addition, findings in Taguchi and others' empirical research appear to be consistent with the finding of L2LearningExperience (2013). Equally important, the component of L2Learning Experience was revealed to correlate with second language achievement in Islam and others' research (2013).

It is not only the classroom-related elements but learners' career plans, hopes, wishes and expectations that can affect the extent of enjoyment they could find in the classroom. Therefore, positive learning experiences which eventually form the basis for overall L2 achievement can be affected by what the learners expect of their L2 engagement. In that respect, the correlation between L2LearningExperience and achievement in the EAP course can be connected to what the expectancy & value theory posits (Schmidt, et. al., 1996).

Lastly, it has been found that there is no relationship between the component of OughttoSelf of L2MSS and overall achievement of high achievers in the EAP course. Although according to Dörnyei and Chan (2013), this component of L2MSS has little source of power to become a push for individuals to do an action or fulfill an academic task in various learning settings, in this research project, it does not have any relation to achievement in the context of EAP. As a result, it could be concluded that parental encouragement or pressure that comes from the academic environment has nothing to do with the achievement in EAP instruction. Rather, the achievement in EAP courses could be viewed to be related to learners' long-term goals to be reached as well as various elements embedded in the classroom setting.

5.3 Limitations

This research project could provide practical implications with regard to the relationship between L2 learners' achievement and motivation as well as the factors which shape their motivation in an EAP course. However, it contains certain restrictions. First of all, a quantitative method has been utilized in this research. Although it allows me to explore motivation of a big size of participants like 385, the quantitative method cannot fully justify and reason impact of motivation on EAP course achievement. In fact, it would be more meaningful to foresee achievement and its relation to motivation in EAP instruction by integrating a qualitative instrument into this research project. Due to the nature and an inherent shortcoming of self-reported data collection tools, it might be fallacious to express the findings as accurate judgments in that there can be some other intricate motives of L2 learners that cannot be fully measured and obtained by means of a motivation questionnaire.

Secondly, despite the fact that those findings can to some degree be generalized within the context of EAP, it would be plausible to be cautious of hasty generalizations since EAP can be treated and approached in different trends within a specific domain.

Taking the perspective of "specifity" of EAP into account, it is likely that various results can be obtained in different settings. Shortly, ambiguity and extensive scope of motivating factors in L2 learning together with the design and objectives of EAP course tend to hinder generalizability of the results. Thirdly, these results can be attributed to undergraduate EAP learners altogether in this particular context. Nonetheless, the findings may not be the case for a single learner even within the same sample. That is to say, motivation is dynamic and subject to various unpredictable elements, and so each learner has their unique way of motivation that cannot limited to a scale of motivation. As a result, the findings may not apply for each one of the learners who study an EAP course.

5.4 Recommendations for Future Research

Considering the findings of this research project, a few points might be intriguing to discover for the scholars and practitioners in the field of SLA, particularly EAP with regard to the motivation research. Firstly, how specificity of EAP instruction impacts upon the motivation of the learners could be worth exploring. Such an investigation is considered to contribute to the ongoing debate topic over specificity in ESP. In addition, how using English, as a lingua franca, in the academia could affect learners' motivation and achievement can be of significance in that it might shed light on the effectiveness of EAP courses in an EFL context.

Last but not least, an investigation into the relationship between motivation and achievement in an EAP course, which is offered to native speakers of English, could help obtain impressive results pertaining to benefits and practicality of EAP instruction for communication and success in a particular domain or context.

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