To my son Demir…

ENGLISH LEARNERS' MOTIVATION IN HIGHER EDUCATION PROGRAMS:
INSTRUCTIONAL AND PERSONAL CORRELATES

The Graduate School of Education

of

İhsan Doğramacı Bilkent University

by

Görkem Aydın

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English Learners' Motivation in Higher Education Programs:

Instructional and Personal Correlates

Görkem Aydın

December 2020

I certify that I have read this doctoral dissertation and have found that it is fully adequate, in scope and in quality, as a dissertation for the degree of Doctor of Philosophy in Curriculum and Instruction.

Asst. Prof. Dr. Aikaterini Michou (Supervisor)

I certify that I have read this doctoral dissertation and have found that it is fully adequate, in scope and in quality, as a dissertation for the degree of Doctor of Philosophy in Curriculum and Instruction.

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ABSTRACT

ENGLISH LEARNERS' MOTIVATION IN HIGHER EDUCATION PROGRAMS:
INSTRUCTIONAL AND PERSONAL CORRELATES

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Ph. D. in Curriculum and Instruction
Supervisor: Asst. Prof. Dr. Aikaterini Michou

January 2021

This study investigated the motivational factors linked with English language learning motivation in higher education. A systematic review (Study 1) aimed to clarify the complexity of conceptualization and operationalization of motivational concepts in L2 learning in the literature of the English for Academic Purposes (EAP) program and English Preparatory Program (EPP) contexts, and their relation to educational correlates. A prospective study (Study 2) investigated the relation of students' motivational experience at the beginning (T1) of an eight-week course in EPPs to their academic buoyancy at the end of the course (T2) and achievement in the final exam (T3). In-depth systematic review (Study 1) of 30 articles showed that only 16 articles defined motivation clearly and consistently with a motivational theory, that there was consistency between definitions and measures of motivation in only 17 articles and that there were weaknesses in the methodology of the reviewed studies. Study 2, with 267 students revealed through SEM that students' T1 need frustration predicted negatively T1 autonomous and positively T1 controlled motivation, which, in turn, predicted positively and negatively, respectively, T2 academic buoyancy. T1 need satisfaction related positively to T2 academic buoyancy. Finally, T2 academic buoyancy mediated the relation between students' need satisfaction and final achievement while controlled motivation was also negatively related to final achievement. The results of both studies were discussed in terms of improvements of instruction and curriculum changes in EAP programs and EPPs.

Keywords: motivation, learning English, systematic review, self-determination theory, academic buoyancy, English preparatory programs, English for Academic Purposes

ÖZET

YÜKSEKÖĞRETİM EĞİTİM PROGRAMLARINDAKİ İNGİLİZCE ÖĞRENENLERİNİN MOTİVASYONU: ÖĞRETİMSEL VE KİŞİSEL BAĞINTILAR

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Bu çalışma, yükseköğretimdeki öğrencilerin İngilizce'yi ikinci yabancı dil olarak öğrenme motivasyonunu etkileyen faktörleri araştırmıştır. Sistematik derleme (1. Çalışma) Akademik Amaçlı İngilizce programı ve İngilizce hazırlık programı bağlamlarında literatürdeki motivasyon kavramlarının tanımlanması ve ölçülmesindeki karmaşıklığı ve bu motivayon kavramlarının eğitimsel bağıntılarla olan ilişkisini netleştirmeyi hedeflemiştir. İleriye yönelik çalışma (2. Çalışma) öğrencilerin İngilizce hazırlık programlarındaki sekiz haftalık kursun en başında sahip oldukları (1. Aşama) motivasyon deneyimleri ile kursun en sonundaki (2. Aşama) akademik mücadele güçleri ve kur sonu başarıları (3. Aşama) ile olan ilişkisini incelemiştir. Birinci çalışma, 30 makalenin derinlemesine gözden geçirilmesiyle motivasyon kavramının yalnızca 16 makalede açıkça ve belirli bir motivasyon kuramı ile tutarlı bir şekilde tanımlandığını, yalnızca 17 çalışmada motivasyonun tanımları ve ölçüleri arasıda tutarlılık olduğunu, ve gözden geçirilen bu çalışmalardaki metodoloji eksikliğini ortaya koymuştur. İki yüz altmış yedi öğrenci ile yapılan ve YEM uygulanan ikinci çalışmanın sonuçları göstermiştir ki ihtiyaç doyumunun (1. Aşama) özerk motivasyonu (1. Aşama) olumsuz yordadığını ve kontrollü motivasyonu olumlu etkilediği, ve bunun da sırasıyla olumlu ve olumsuz olarak akademik mücadele gücünü (2. Aşama) etkilediği sonucuna varılmıştır. İhtiyaç doyumu (1. Aşama) akademik mücadele gücü (2. Aşama) ile olumlu bir ilişki ortaya koymuştur. Son olarak, kontrollü motivasyon final başarısı ile olumsuz bir ilişki ortaya koyarken, akademik mücadele gücü (2. Aşama) öğrencilerin ihtiyaç doyumu ile final başarıları arasında aracılık etmiştir. Her iki çalışmanın sonuçları, Akademik Amaçlı İngilizce ve İngilizce hazırlık programlarında olabilecek öğretimsel anlamda iyileştirmeler ve müfredat değişiklikleri açısından tartışılmıştır.

Anahtar kelimeler: motivasyon, İngilizce öğrenimi, sistematik derleme, öz-belirleme teorisi, akademik mücadele gücü, İngilizce hazırlık programları, Akademik Amaçlı İngilizce programları

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CHAPTER 1: INTRODUCTION

Introduction

"University life" is the dream of many adolescents in Turkey. It is challenging to enter a university, but it may be even more difficult to pursue a successful academic life. This is because entering a university department is the starting point of the transition from adolescence to adulthood, which requires the development of a set of new skills. Therefore, while studying at a university sounds to be an interesting experience, students might have stressful moments in their academic lives as it is a totally new experience for them.

One of the challenges that students non-native in English face is the "new language" they need to learn before they enroll in their departments as for universities in which medium of instruction is English. In universities where English is the medium of instruction, students are expected to validate their English proficiency This is the reason why some universities offer a pre-college year(s) for students to learn the language and at the same time to adapt in the university life making the transition from high school to university smother (Alseweed & Daif-Allah, 2012; Ministry of Education Regulations, 2006; Özkanal & Hakan, 2010). However, considering that some students leave their hometown and even their country to move to a university campus, change their lifestyle to adapt in the new experiences, attend courses which are totally different in their nature from the lessons in their high school years, and try to develop adults' skills, we might expect these students to encounter some obstacles and challenges in the pre-college year(s). Some students cope with these setbacks

effectively; however, there are some students who give up and unfortunately face failure. There is no doubt that various factors could contribute to these students' effective coping with the new conditions. Friends, family and instructors, different social environments, or even a sparkle coming from a classmate could inspire students to pursue their goals successfully. It should also be highlighted that personal factors such as students' motivation, self-efficacy or their ability to cope effectively with daily setbacks (what in the literature is found as "academic buoyancy") are significant factors that influence language learning in the preparatory years (Dörnyei, 2005; Martin, 2014; Yun, Hiver, & Al-Hoorie, 2018).

Background

Second language learning (L2) to attend university programs in a foreign language is a matter of concern for many people around the world. The motive for each learner can be different although one of their leading concern is to be able to receive a university education. Therefore, students are required to have the necessary L2 background to meet the needs of the corresponding departments. Around the world, there are many universities where English is the medium of instruction (EMI). This is the case for the Turkish context as well and being a proficient user of English is obligatory in private and state universities in Turkey in which the medium of instruction is English. It is a matter of concern for these universities to recruit proficient users of English, who will be able to communicate with their classmates and instructors, to access academic resources, and express themselves written and orally in English. Therefore, students should provide the university with a sufficient English proficiency exam score from external exams (e.g., Test of English as a Foreign Language, TOEFL; International English Language Testing System,

IELTS). On the other hand, students who might fail to reach a sufficient exam score, or pass an English language exam organized by the Turkish University, are offered to learn English in English Preparatory Programs (EPP).

Preparatory programs - as the name suggests- prepare students for university life; however, EPPs differ from each other in terms of their location, aims and objectives, curriculum and assessment strategies although the general aim is for students to develop their communicative skills (Özkanal & Hakan, 2010) so that they are able to attend English medium courses. EPPs offer high school graduates a period to develop skills they need to get into practice at a four-year university program (Doğançay-Aktuna & Kızıltepe, 2005). Specifically, most of the preparatory schools have the general aim to help both native and non-native students acquire language skills necessary for their academic and professional life (Kırkgöz, 2005; Özkanal & Hakan, 2010).

Students enrolled in EPPs are placed in courses with different levels of English. However, there might be differences in how each program handles this one-or two-year period. Within the context of Turkish tertiary education (i.e., three different preparatory programs in Turkey), for example, these courses are based on the Common European Framework (CEFR) in which different proficiency levels are specified: "A1 (breakthrough); A2 (way stage); B1 (threshold); B2 (vantage), C1 (effective operational proficiency) and C2 (mastery) levels" (Council of Europe, 2001, p.1). Students are placed in these levels according to the proficiency exam results and are expected to fulfill the objectives aimed in each level to be able to continue with the proceeding course. During a course, periodic assessments are

conducted to help students see their progress and identify areas for improvement. The main objective of the CEFR is each course to focus on the development of different skills such as the use of language in reading, listening, writing and speaking which are necessary for successful progress during the university program(s). Specifically, students are expected to be able to listen to the lectures and take notes, create coherent texts or write texts in different genres, and interact with the instructors and classmates smoothly.

English for Academic Purposes (EAP) programs is another context in which learning English as an L2 occurs in higher education. EAP courses belong to the core curriculum of undergraduate programs and, similar to EPP, provide students with sufficient academic language skills so that they can attend English medium courses. Like courses in English preparatory schools, students are obliged to attend the courses given in EAP programs and succeed in them in order to graduate from their departments. Both programs aim to improve productive English skills such as writing and speaking so as students to reach the content knowledge related to their subjects. As English is an important tool for their success in English speaking universities, students' motivation in learning English as an L2 in EPP and EAP has drawn researchers' attention.

In both contexts, consistent with Gardner's (1985) perspective, students need to have positive attitudes towards learning English in undergraduate programs to achieve better in EPPs or EAP programs. However, trying to meet the needs of these programs, some students may be distracted and fail to reach their aims. According to British Council Higher Education Report (British Council &TEPAV, 2015), there are

deficits in English language learning in Turkish Universities that affect the quality of higher education. The instructional strategies and the content students reach play a significant role in engaging them in learning English. Likewise, students' attributes are also important factors shaping their English learning and future academic success or failure.

Classroom environment is known to be a strong predictor of L2 outcomes. Teachers' instructional style, teaching tools, interaction patterns in the classroom, and materials used in a course can be counted as some of the elements of classroom environment. There are various teaching tools that could be used in L2 teaching. Use of online games and digital media in language classes and L2 learners' writing blog entries could be given as examples to these teaching tools and empirical evidence supports the idea that implementation and use of these tools lead to positive L2 learning outcomes. According to research, extensive use of the Internet and E-mails promotes students' interest to learn a second language in a dynamic manner (Lee, Jor, & Lai, 2005). In Yang and Wu's (2012) study, digital storytelling instructional strategy significantly improved learners' English proficiency, learning motivation as well as many other positive L2 learning outcomes (i.e., critical thinking). In another study (Yang & Chen, 2007), a technology-enhanced language learning (TELL) project that included, for example, group e-mailing, a Web-based course, video-conferencing and chat room discussion enabled students to experience the satisfaction of learning English. Acquah and Katz (2020) also suggested in their systematic review that digital learning games can be used as language teaching tools for positive L2 learning skills. Within L2 context, a full academic year blogging (i.e., blog entries) was preferred more than traditional essay writing and was reported by students to

have resulted in great progress in their writing (Thorne, Weber, & Bensinger, 2005). Similarly, Lee (2010) showed that creating blog entries regularly have a positive impact on university students' writing fluency.

Furthermore, interaction patterns, network systems and communication styles in L2 learning contexts are linked with positive L2 learning outcomes (i.e., willingness to communicate. In Sato and Ballinger's (2016) review of literature, it is shown that when students engage in peer interaction, they solve problems faster than when they join any other type of interaction and they ask questions to each other more than to their teacher, thus, exhibit more autonomous work. Having a variety of interaction patterns was also found to help students share their ideas, practice their English skills, and learn English by having fun. (Rambe, 2020). Moreover, it was shown in Fushino's (2010) study that having positive beliefs about L2 group work influences L2 WTC in group work via L2 communication confidence in group work.

Materials used in the classroom is another significant contributor of L2 learning. Research have shown that the use of authentic materials in EFL classes motivates learners more than artificial content (Freeman & Holden, 1986; Little & Singleton, 1991) and that authentic materials create an enjoyable teaching environment (Kılıçkaya, 2004). Similar results were found by Peacock (1997) that on-task behavior and learner motivation increase significantly with the use of authentic materials.

With respect to instructional approaches and L2 learning, it can be said that autonomy-supportive teaching style is an important contributor of students' language

learning. Research shows that when teachers provide choices to students, include them in decision making and acknowledge their feelings, students' psychological needs are satisfied and positive language learning outcomes in L2 classes occur (Dincer, Yesilyurt, & Noels, 2019; Noels, 2001a) supporting research in other educational settings. Moreover, research has shown that more controlling (vs. autonomy-supportive) and less informative teacher behavior is related to lower intrinsic motivation (Jang, Reeve, & Deci, 2010; Noels, Clement, & Pelletier, 1999). Therefore, knowing that intrinsic motivation is closely linked with effective L2 communication (Pae, 2008), it should be highlighted that fostering students' intrinsic motivation through providing students with an optimal classroom environment is important. Recent research also found that teachers' creating a supportive and stimulating learning environment encourages students' willingness to participate in L2 learning activities (Yashima, MacIntyre, & Ikeda, 2018). Structure in the classroom is another contributor to the satisfaction of students' psychological needs while learning a foreign language. According to research regarding the provision of structure, when teachers encourage students to focus on and master content rather than to compete with each other, to build mutual respect, and when teachers care for their students as individuals, students' basic psychological needs are satisfied and therefore build more self-determined forms of motivation which in turn result in willingness to communicate in L2 learning (Joe, Hiver, & Al-Hoorie, 2017).

The role of personal attributes that contribute to students' language learning is another dimension that should be given importance in the EPP and EAP context. Research supports this view by showing that students' higher intrinsic motivation in learning English as a second language is related to positive language learning

outcomes such as intention to continue L2 learning and greater self-evaluations of competence (Noels et al., 1999; Noels, Pelletier, Clement, & Vallerand, 2000). Learners' beliefs in their abilities to perform a task (i.e., self-efficacy; Bandura, 1997) is another determinant of students' language learning performance. Considerable amount of research has been made to explore the link between self-efficacy and positive language (English as well as different languages) learning outcomes. Mills, Pajares and Herron (2006) showed that there is a significant positive relationship between students' reading self-efficacy and reading proficiency in French. Hsieh and Schallert (2008) also demonstrated that English achievement is predicted stronger by self-efficacy compared to ability and internal attributions. Similar results were found in the Turkish EFL context. In Şener and Erol's study (2017), students' self-efficacy in listening, reading, speaking and writing skills was found to be correlated with students' integrative motivation from Gardner's perspective. Moreover, self-efficacy was found to have an influence on Turkish students' success and motivation (Genç, 2016; Tılfarlıoğlu & Cinkara, 2009). Putting effort to continue an activity even when there are challenges in a specific context (i.e., persistence) is another significant contributor of successful L2 learning outcomes. According to Kim and Kim (2017), persistence is the most potent predictor of motivated behavior in L2 learning and English proficiency. They found that the act of persistence, when there are challenges, stress and pressure, is a determinant factor to encourage L2 learners to sustain their efforts to learn the target language. When L2 learners cope actively with an activity that is important to them regardless of the pressure coming from the problems, they become more enthusiastic in L2 learning. Another factor that contributes to students' academic development is the ability to cope with regular challenges experienced in the academic environments

(i.e., academic buoyancy; Martin & Marsh, 2006, 2008). According to research, there is positive association between academic buoyancy and greater persistence and confidence (Martin, Colmar, Davey, & Marsh, 2010), optimal functioning and effective learning strategies (Collie, Martin, Malmberg, Hall, & Ginns, 2015), and higher academic achievement (Martin, 2014). That being the case, it can be expected that academic buoyancy is important for students' academic success and that L2 learners' dealing effectively with academic challenges and navigating setbacks experienced in EAP courses and EPPs contributes to better L2 learning outcomes.

Problem

Are all students in Turkish EPPs and EAP courses able to learn English effectively in a reasonable time? According to the British Council Higher Education Report (British Council & TEPAV, 2015), it seems that this is not the case. Although most of these programs and courses are well-organized and structured, students "have to" meet what is expected from them; that is to achieve standard language skills. In these normative educational settings, some students smoothly progress from lower to higher levels of English proficiency by succeeding in several frequent examinations, while others, who fail those examinations, repeat the same level. Repetition of levels means prolonged studies, which result in either success in the English language proficiency examination or drop-out accompanied by financial and psychological consequences for students and their parents. There are many factors that adversely affect students' optimal functioning while learning English in these programs and courses.

First, both Turkish and international students know that these EPPs or EAP programs are not optional and participating in them is not always their own decision. Although some students may internalize the necessity of attending those programs and reach a satisfactory outcome, some other students learn English out of obligation or for other external reasons. Second, the nature of these courses is quite different from what Turkish students have experienced in their previous school lives. In Turkey, students go through a quite challenging process in high school as there is a university entrance exam they need to take after a four-year high school period. Although both high school and university studies are challenging, what students encounter in each educational level may be remarkably different. For example, in high school, students mostly focus on the university entrance exam and have to attend extra after-school courses. In both high school and extra after-school courses, students may not practice some skills such as lecture listening and taking notes as the instruction mostly focuses on the elaboration of multiple-choice questions that are the type of questions in the university entrance exam. Students generally do not have enough time to practice writing, to think critically, and to interact with peers, and they are engaged in individual study slots most of the time. Learning English, which was once a dream for the students and parents, is put on the shelf like a book to be remembered later again. Moreover, there is a quite competitive environment in high school as students expect to get very high scores to attend prestigious universities. Pressure coming from parents for academic success may also be observed, which is likely to increase students' anxiety and vulnerability.

However, once students get into university life, they come together in an EPP or EAP program irrespectively of the degree of their previous exposure to English

language learning; a group of students who have tried to learn English, another group of students who have become proficient users of English once, and others who may never have tried to learn English might meet in the same classroom to learn English. In their past educational life, these students were solving multiple-choice questions, but now they are expected to write, speak, listen and take notes, discuss in groups and accomplish many other works that require communicative skills. They are also expected to check their e-mails frequently, engage in teamwork, and study in a self-organized manner, tasks that most of the Turkish students have, most probably, never experienced and tried before. Therefore, it may become more and more challenging for students to adapt themselves to this new situation. Moreover, as it concerns EPPs, although some students start with higher-level English courses and have the chance to attend their undergraduate program in a couple of months, there are other students who attend EPPs starting from low-level English courses and stay in this preparatory program for about two years. This is because some of these students fail courses and repeat the same course twice or more. These students' being involved in multiple exams to get the necessary score to attend their undergraduate program might lose their motivation and give up. Students who feel under pressure and cannot perform well may even drop-out. All in all, students' motivation in EPP is a decisive factor for students' optimal functioning while they are dealing with all these difficulties that they experience in this transition period.

Many theoretical frameworks have been suggested and used to study students' motivation in learning English as an L2 in higher education (Boo, Dörnyei, & Ryan, 2015). Some of them come from well-known motivational theories, while others have been developed only in the context of L2 learning. When, therefore, motivation

is studied in the EPP or EAP context, it is not always referring to the same conceptualization of motivation. For example, in some studies, English learners' motivation is referring to their interest to learn English (intrinsic motivation; see for example Gürsoy & Kunt, 2019). On the other hand, in some other studies English learners' motivation is referring to a self-system that gives importance on how individuals "see" themselves in a future state as speakers of the English language (L2 Motivational Self System; see for example Chen & Brown, 2012). This complex variety of conceptualizations and the operationalization of motivation in L2 learning make it difficult to fully describe and interpret the relation of motivation to aspects of the EPPs or EAP programs such as the instructional strategies as well as to students' outcomes such as their persistence and performance.

Moreover, according to Martin and Marsh (2006, 2008), one of the capacities that could make students respond differently in such demanding educational situations is academic buoyancy (i.e., being capable of dealing with academic challenges and setbacks successfully) which is a relatively new term and is thought to be a significant aspect of students' optimal functioning in challenging daily academic situations. Research has shown that when students are able to cope effectively with regular setbacks at school such as challenging assignments or failure in examinations, they function optimally and achieve better (Collie et al., 2015; Martin, 2014). It is thought that, especially in normative educational settings such as EPPs, where students should meet the norms set by institutions irrespective of their personal attributes, the ability to "float on academic water" seems very important for students to perform well. If students are not buoyant in the face of challenging assignments and examinations defined by standard language skills they should

develop, they risk not being admitted into a university department. But what are the predictors of academic buoyancy? Research indicates that students' academic buoyancy is predicted by different components of their motivations. For example, research has shown that the expectancy (e.g., self-efficacy and control beliefs) and the affective (e.g., anxiety) components of students' motivation as well as their persistence in school work (Martin et al., 2010) predict academic buoyancy. It has also been shown that academic buoyancy is predicted by students' achievement goals (Yu & Martin, 2014), an aspect of the value component of their motivation (Pintrich & De Groot, 1990). However, the role of the self-determination component of students' motivation (to what extent they feel agents of their behavior; Deci & Ryan, 2000) in the prediction of academic buoyancy has not been investigated yet, preventing us from fully understanding why a student is more academically buoyant than another.

Purpose

By considering the importance of the transitional period between high school and university life, we deemed important to investigate the motivational factors that are related to students optimal functioning in English preparatory programs. In the present research, we aimed, therefore, first, to clarify how motivation has been conceptualized and operationalized in the existing literature of the EPP and EAP context. Second, we aimed to identify the characteristics of the classroom environment and students' personal attributes that enhance motivation in the EPP and EAP context. Third, we aimed to investigate to what extent the self-determination component of students' motivation (to what extent they feel agents of their behavior; Deci & Ryan, 2000) as well as students' psychological experience in

EPP coming from their interaction with their instructors predict students' ability to overcome daily setbacks (i.e., academic buoyancy) in EPP as well as students' high achievement in the final exam of their English class.

In the present research, we carried out two studies. The first study was a systematic review to clarify the various conceptualizations and operationalizations of motivation in studies focusing on L2 learning in EPPs and EAP. In this systematic review, we also identified the context-related (e.g., instructional materials) and student-related (e.g., learning strategies) correlates of motivation in EPP and EAP context. The second study was an empirical prospective study aiming to better understand students' optimal functioning in the normative educational settings of EPP by considering academic buoyancy as the mediator between students' motivational experience and achievement in EPPs. Specifically, we investigated to what extent students' end-of-course (Time 2; T2) academic buoyancy in EPPs is predicted by their initial (Time 1; T1) motivational experience (operationalized as the degree of students' satisfaction of their psychological needs in EPP as well as their quality of motivation). We also investigated to what extent students' T2 academic buoyancy mediates the relation between students' T1 motivational experience and final (Time 3; T3) achievement in their English course, which, as an indicator of their success or failure.

Research questions

In Study 1 -the systematic review-, we addressed the following three research questions:

1. Is motivation conceptualized consistently with a prominent motivational theory in published studies in the context of L2 English learning in EAP programs and EPPs?

2. Is motivation operationalized consistently with the definitions given by the authors and/or motivational theories in published studies in the context of L2 English learning in EAP programs and EPPs?

3. What is the relation of each motivational construct coming from various motivational theories to context-related factors such as instructional strategies or materials as well as to student-related factors, learning strategies or achievement in published studies in the context of L2 English learning in EAP programs and EPPs?

In Study 2 -the empirical prospective study-, we addressed the following two research questions:

1. To what extent is students' academic buoyancy at the end of an English course in an EPP predicted by their initial motivational experience?

2. To what extent does students' academic buoyancy at the end of an English course in an EPP mediate the relation between students' initial motivational experience and final academic achievement?

Significance

This research, through Study 1, clarified which motivational constructs have been studied in the EPP and EAP context and to what extent those motivational constructs have been defined consistently with existing motivational theories. It also shed light on the motivational constructs that have been studied more or those that have been

studied less as well as to what extent the motivational constructs have been measured according to their conceptualization. This study also guides future research about the missing conceptualizations of some aspects of motivational theories. Moreover, for those motivational constructs that have been assessed consistently with their conceptualization, the study clarified their relation to aspects of the classroom environment (i.e., context-related correlates) and students' personal attributes (i.e., student-related correlates).

In this way, this study is showing pathways for future research related to motivational constructs that have been less studied or misdefined in the EPP and EAP context. It also shows pathways for a better assessment of the motivational constructs in terms of being relevant to the motivational constructs' theoretical definitions. Having well-defined motivational constructs and assessment of them, we are able to produce research and obtain valid findings about the relation of motivation to students' success in EPP and EAP context. We are also able to identify in an ecologically valid manner the context-related and student-related factors that enhance motivation in EPP and EAP context.

More specifically, this study could guide EPPs and EAP programs to better understand how and which of these factors could be prioritized and implemented more in classes so that L2 learning challenges could be reduced or eliminated and students' L2 learning could be promoted. In this way, it will be more meaningful to make adaptations into curriculums and enhance better L2 learning rather than relying on research where motivational constructs are not conceptualized consistently with the existing motivational frameworks or are not appropriately assessed.

This research, through Study 2, also clarified the mediating role of academic buoyancy between students' motivational experience and achievement in the Turkish EPP context. By knowing which aspects of students' motivational experience are positively related to students' ability to overcome the daily setbacks in an EPP, English teachers can adapt their instructional strategies to enhance their learning. Therefore, students could be able to enjoy this L2 learning experience and learn English with positive feelings, therefore, reach satisfactory outcomes both in EPPs and in their departments where they take courses all in English. We can also suggest adaptations of the EPP curriculum to enhance students' academic buoyancy and, through it their success in learning English in a reasonable time that will not cost frustration and drop out from the university studies. Having the necessary motivational background to deal with academic setbacks and so being able to "float on water" despite the challenges mentioned earlier, students will be more able to internalize why they need to learn English and how they can do this in a more effective way.

Definition of key terms

The following definitions of variables and terms are given below to describe and clarify the meanings in research questions.

Academic achievement: Academic achievement refers to performance outcomes that specify the extent to which a person has accomplished specific short or long-term goals in educational settings particularly in school and university.

Academic buoyancy: Academic buoyancy is one's ability to effectively deal with challenges and setbacks experiences or encountered in everyday academic lives (Martin & Marsh, 2006, 2008, 2009).

Conceptualization: Conceptualization is a process of forming an idea or principle; the act of conceptualizing. In this study, it refers to conceptualizing forms of motivational constructs.

English for Academic Purposes (EAP): Known also as Academic English, this program is offered to students usually in a higher education setting. Students enrolled in this program are trained to use language appropriately for their departmental studies by being provided with the skills necessary to perform in an English-speaking academic context.

English Preparatory Program (EPP): EPP is a prerequisite English language learning program that is offered to students who are enrolled in undergraduate programs in English-medium universities. It aims to provide students with written and spoken communication skills as well as reading and listening skills in English, which will aid them in their academic studies.

Motivation: Motivation is about what "moves" people to action and what energizes and gives direction to behavior (Ryan & Deci, 2017, p. 13). Different aspects of motivation have been investigated by various motivational theories such as self-determination theory (SDT; Deci & Ryan, 2000).

Motivational experience: Motivational experience is operationalized as the degree of students' satisfaction of their psychological needs in EPP as well as their quality of motivation in this study.

Operationalization: Operationalization is a process through which a concept that is not directly measurable is measured, observed or manipulated especially in a particular study.

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

The purpose of this study was to investigate the motivational factors that are related to students' optimal functioning in English preparatory programs. Specifically, in our first research, we aimed to investigate the conceptualization and operationalization of motivation in the existing literature of the EPP and EAP context as well as the context-related and student-related characteristics that enhance motivation in the EPP and EAP context. In the first part of this chapter, we provide the reader with a review of well-grounded motivational theories and frameworks and how they were constructed, modified and enriched in the last decades. The purpose is to clarify the theoretical frameworks that were used to search and review systematically the literature of motivation in EAP and EPP context. While presenting the motivational theories below, we also discuss the relation between the various motivational constructs of different theories and L2 language learning. In the second research, we carried out an empirical study to investigate to what extent the self-determination component of students' motivation (to what extent they feel agents of their behavior; Deci & Ryan, 2000) as well as students' psychological experience in EPP predict students' ability to overcome daily setbacks (i.e., academic buoyancy) in EPP as well as students' high achievement in their English class. In the second part of this chapter, to support the reasoning of this second study, we present the existing literature of the motivational antecedents and educational outcomes of students' academic buoyancy.

Part I

Theoretical frameworks of motivation in learning English as a second language

In this section, five motivational theories will be presented as well as three motivational frameworks that have been developed in L2 learning (see Figure 1). Specifically, we will present Gardner's (1985, 2010) Socio-Educational Model, Dörnyei's (2005, 2009) L2 Motivational Self System (L2MSS), and "willingness to communicate; WTC" approach suggested by MacIntyre, Clément, Dörnyei and Noels (1998). We will also present the Self-determination theory (SDT; Deci & Ryan, 2000; Ryan & Deci, 2017), Attribution Theory (Weiner, 1985; 2000), Achievement Goal Theory (Dweck, 1986; Dweck & Leggett, 1988), Expectancy-value Theory (Atkinson, 1957; Eccles, Wigfield, Harold, & Blumenfeld, 1993) and Implicit Theory of Ability (Dweck & Bempechat, 1983; Dweck & Leggett, 1988).
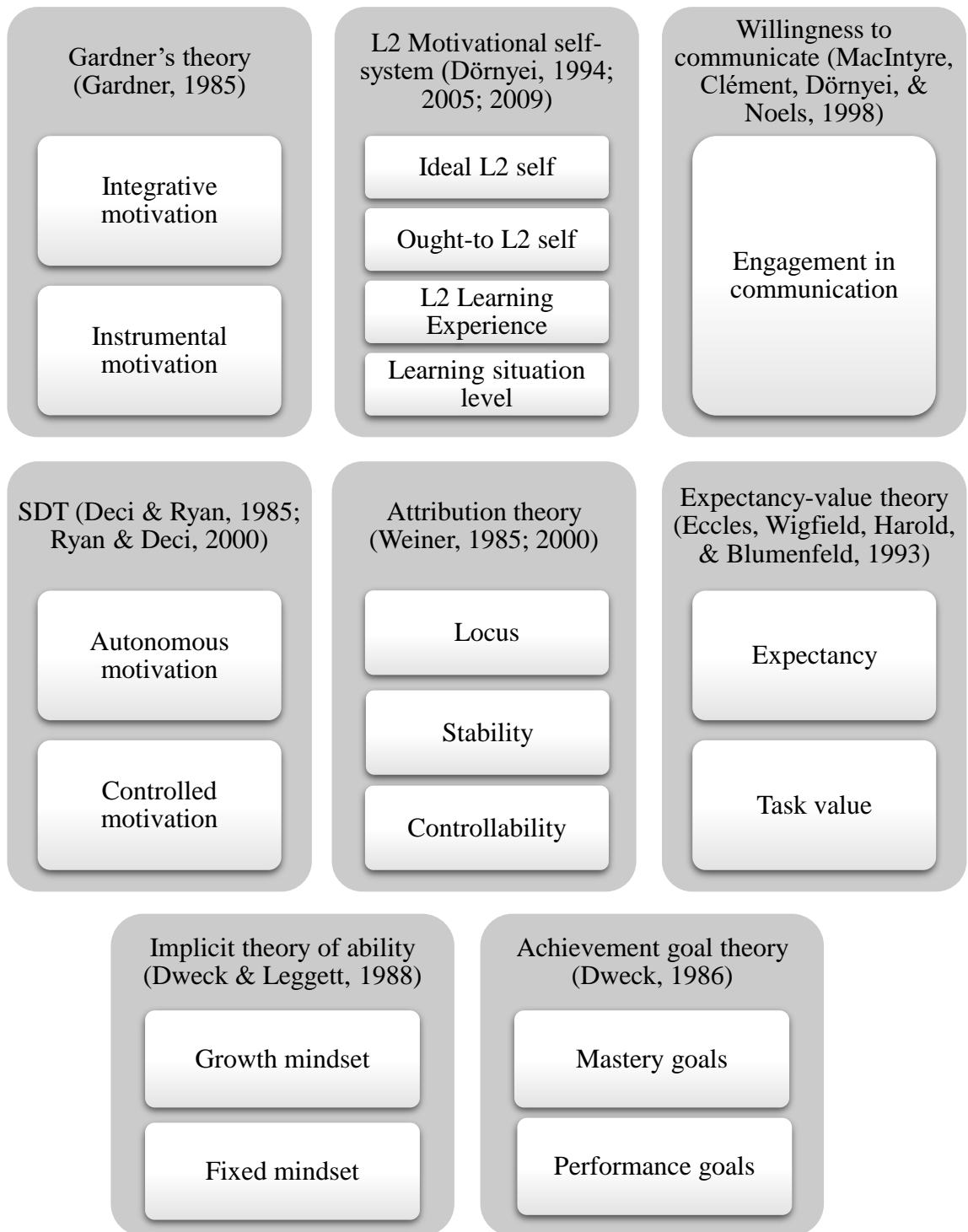
Figure 1. A brief presentation of the motivational theories and their corresponding motivational constructs

Gardner's and Dörnyei's approach of motivation

Gardner and his associates (Gardner & Lambert, 1959, 1972), who argued that language learning is affected by sociocultural factors such as learners' cultural familiarity, initiated the study of L2 learning motivation. Because of the social orientation of his approach, the first period of his research has been labeled as the Social Psychological Period (1959-1991). Gardner and Lambert (1972) have suggested two types of motivational orientations in L2 learning, the integrative motivation (i.e., interest in the target language group and in foreign languages in the cultural context) and the instrumental motivation (i.e., perceived pragmatic benefits and usefulness of L2 proficiency). These two motivational orientations were later enriched with three motivational constructs, learners' effort, desire, and positive attitude toward L2 learning (Gardner, 1985; Gardner & MacIntyre, 1993). Gardner's Socio-Educational Model of second-language learning has been extensively used to examine motivation in foreign language classrooms. For a clear demonstration of this model, see Figure 2 influenced by Dörnyei's (1994b) "schematic representation" of Gardnerian theory. According to this model, the integral ingredients of motivation were conceptualized as a combination of effort, desire and positive attitude related to learning the target language. According to Gardner (1985), motivation is characterized by learners' desire to achieve a goal related to learning a foreign language, how much effort they put into reaching their goals and by the degree of their satisfaction while learning the language. The effort, desire and positive attitude toward L2 learning can be combined either with integrated or with instrumental motivation. The integrated motivation is defined as learners' interest in target language, having positive attitudes toward the L2 culture and community and even a desire to become like a part of the culture that is valued and admired (Gardner, 1985;

Gardner & Lambert, 1972). Specifically, if students integrate themselves into the community where the language they are trying to learn is spoken, they develop an integrative motivational orientation in learning the language. For example, if a student goes to a foreign country to study English where English is the native language and has an interest in this specific culture, he is expected to learn English easily as he/she has seen the culture as an integral part of himself/herself. On the other hand, instrumental motivation is more related to pragmatic benefits according to Gardner (1985). Accordingly, students are involved in L2 learning considering the usefulness of the L2 to reach an instrumental end. For example, students could learn English to be able to go abroad to work or study, which can be seen as learning out of benefit rather than interest. Having gained remarkable interest by the researchers and having been widely used, Gardner's dichotomy of integrative/instrumental orientations has also been debated mostly by Dörnyei (1990, 1994b 1998) and Noels (2001a).
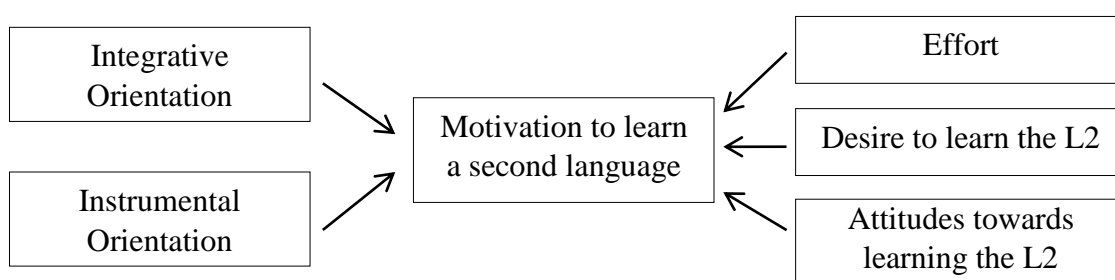
Figure 2. Brief demonstration of Gardnerian L2 motivation.

His main debate was about Gardner's dichotomy saying that there cannot be a strict clear-cut in terms of motivation ignoring today's socio-dynamic period. Specifically, integrative motivation known as one's interest in the target language and community can no longer be relied on, as there is a multicultural and a global world where

different nations, other than British or American, learn and speak English. Therefore, students may be learning English in a non-native community (e.g., Turkey). Does that mean that students need to feel closeness to British or American culture in order to learn English or is that possible in a context where some students do not have the chance to familiarize themselves with the target culture? Therefore, Dörnyei (2005, 2009) introduced the L2 Motivational Self System (L2MSS) that gives importance on how individuals "see" themselves in a future state as speakers of a foreign language. Dörnyei based this L2MSS on the concept of "possible selves" and "future self-guides" suggested by Markus and Nurius (1986). Specifically, he argued that what learners become, what they want to become or what they are afraid of becoming are ideas or questions that learners have and guide their learning (Dörnyei & Ushioda, 2011).

Dörnyei (2005, 2009) divided the "possible selves" into two in his L2 motivational self-system (L2MSS), that is the *Ideal L2 self* and the *Ought-to L2 self*. The ideal L2 self stands for the ideal image of speaking the L2 language a learner would like to have in the future. Specifically, a student who wants to become a fluent speaker of English language has an ultimate ideal for himself/herself who, for example, is the native speaker of the L2. Therefore, there is a positive attitude toward these speakers and it is more likely for a student with ideal L2 self to form better communication with native speakers of the language. The ought-to L2 self "concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes" (Dörnyei, 2009, p. 29). For example, if a student wants his/her teacher to think that he/she is a fluent speaker of the language or does not want to embarrass himself/herself in front of the teacher, the ought-to L2 self plays a

motivating role. This component is more extrinsic and less internalized than the previously mentioned component (Subekti, 2018). *L2 Learning Experience* is the third component of L2MSS that is related to the situation (i.e., learning environment) in the learning process rather than the self (Dörnyei, 2009). It is a dynamic rather than a stative component of his model as the learning environment (i.e., peer and group works in English classes and/or the teaching style) can shape it. Dörnyei (2019) calls this last component as the "Cinderella" of the L2MSS because while researchers have prioritized the first two components, the L2 Learning Experience component has not been conceptualized as clear as the first two. Dörnyei (2019) specifically focuses on this third component of L2MSS (i.e., L2 learning experience) by providing relevant justifications, sharing examples as well as explaining how it emerged in order to clarify the meaning of the learning experience. Specifically, he states that there are many factors that "engage" students with the "target" such as the school context, the syllabus and teaching materials, the learning tasks, the teachers and peers. The L2 Learning Experience has been defined as "the perceived quality of the learners' engagement with various aspects of the language learning process" (Dörnyei, 2009, p. 20). With a closer look, it can be seen that L2 Learning Experience roots back to the third component (i.e., learning situation level) of a more general framework of motivation suggested by Dörnyei (1994a) with an emphasis on learning situation. Learning situation level has got three motivational components: course-specific (e.g., syllabus), teacher-specific (e.g., authority type) and group-specific (e.g., classroom goal structure). Course specific motivational components are described by four motivational constructs introduced by Crookes and Schmidt (1991): interest, relevance, expectancy and satisfaction.

Noels (2001a), adapting *Self-determination theory* (SDT) to the L2 learning, also questioned the predictive power of integrative orientation introduced by Gardner (1985). She argues that in some studies instrumental motivation was an equivalent or better predictor of students' outcomes than integrative motivation. Moreover, she argues that despite that these two orientations have been conceptualized as a "dichotomy", they are not totally different from each other and that both could affect L2 achievement either positively or negatively.

Considering the conceptualizations of both Gardner's and Dörnyei's motivational constructs, there are differences but similarities as well. Indeed, Dörnyei and Ushioda (2011) highlight that Gardner's integrative and instrumental orientations are both incorporated in the ideal L2 self. Specifically, the ideal L2 self is related to promotion or improvements (i.e., hope) in L2 learning. Therefore, some L2 learners "hope" that they can become a part of L2 community (integrative orientation) and some others learn L2 by hoping that they can get pragmatic benefits such as a better salary or job opportunities which belong to promotion-focused instrumental orientation. Such pragmatic benefits can also be guided by their ideal L2 self (Dörnyei & Ushioda, 2011). Ought-to L2 self, on the other hand, shares common motives with prevention-focused instrumental orientation in Gardner's framework. For example, a learner who studies hard to avoid having low scores or failing his/her class has instrumental orientation not aiming to benefit but to prevent himself/herself.

Dörnyei and his associates (Csizér & Dörnyei, 2005; Dörnyei, Csizér, & Németh, 2006) indeed found that integrativeness (Gardner, 1985) was related to the ideal L2

self, justifying common elements between these two concepts and the necessity of developing a new theoretical construct mostly based on the ideal L2 self (Dörnyei, 2019). Moreover, it was clear from the study that there was a relation between one's desire to learn for pragmatic benefits (i.e., instrumental motivation) and one's being motivated to meet the expectations (i.e., ought-to L2 self). Therefore, there was a need for a second component which is the ought-to L2 self. Therefore, although Gardner's and Dörnyei's approaches are distinct in the literature of motivation in L2 learning, they both share common elements and Dörnyei (2019) explains how he has incorporated Gardner's approach in his theoretical framework.

Research suggests that integrative motivation from Gardner's perspective is an important contributor of L2 learning. When students feel closer to the second language and the target culture, they tend to be more willing to learn (Muftah, 2013) and could adapt to the academic context (Masgoret & Ward, 2006; Yu & Downing, 2012). Instrumental motivation also influences L2 learning, although it is not a better predictor of socio-cultural adaptation than integrative motivation. However, learning English especially in higher education context may be perceived as something useful for future lives and the research supports this. In Suryasa, Prayoga and Werdistira's (2017) research, instrumental motivation has a significant role in learning English. In more recent research, instrumental motivation was also found to be more prevalent in EFL learners (Hong & Ganapathy, 2017; Liu, 2007; Muftah & Rafik-Galea, 2013; Yang, Liu & Wu, 2010). Ideal L2 self component of L2MSS shares common aspects with integrative motivation and according to research (Papi, 2010) trying to reach the "ideal" in the learning process reduces students' anxiety level and increases the possibility of reaching better English achievement (Dörnyei & Chan, 2013; Kim &

Kim, 2011). Ideal L2 self and L2 learning experience were found to have a direct impact on being motivated and putting effort on learning (Csizér & Kormos, 2009; Taguchi, Magid & Papi, 2009). On the other hand, the ought-to L2 self component of L2MSS is more related to instrumental motivation and predicts negative outcomes such as higher anxiety or worry (Dörnyei & Ushioda, 2011; Papi, 2010). When internalized or combined with other forms of motivation, ought-to L2 self could result in more positive outcomes. For example, in Subekti's (2018) research, ought-to L2 self is not negatively correlated with achievement. In Kim's (2009a; 2009b) studies, it was shown that the cultural factors influence ought-to L2 self and the internalization of ought-to L2 self is crucial for the facilitation of L2 learning supporting Dörnyei's (2009) claim that ought-to L2 self could transform into ideal L2 self.

Willingness to communicate (WTC)

In addition to the well-grounded theories explained throughout this section, while reviewing the studies held in this field, a motivational factor labeled as the "willingness to communicate (WTC)" has been found to be studied comprehensively in the context of L2 learning. However, it is not derived from and does not rely upon any well-grounded theory.

WTC was first introduced in terms of first language (L1) communication. It was considered to be a "personality-based, trait-like predisposition" that remained stable no matter what the context or environment is (McCroskey & Richmond, 1987). Willingness to communicate (WTC) in the L2 learning is a prominent framework of L2 motivation. It refers to students' psychological "readiness" and volitional

decision to initiate communication in the second language in a particular situation and engage in communication if they are given a chance (MacIntyre et al., 1998). The concept of WTC is a combination of cognitive, affective and motivational factors that facilitate learners to speak up. Under the condition that such factors are present, WTC functions as a facilitator of language learning and higher levels of WTC promote successful L2 learning (Yashima, 2002). Therefore, unlike that WTC has also been perceived as a stable variable, the latest research introduced it as a situational variable.

The pyramid model of L2 WTC, presented by McIntyre and his associates (1998) consists of six layers, from top to bottom: a) L2 use is an outcome of b) WTC that is influenced by situational variables such as c) a desire to communicate and L2 users' state self-confidence, combined with social psychological factors such as d) intergroup motivation e) communicative competence and f) personality and intergroup climate. Therefore, the strength of this model is the incorporation of both trait and situational predictors of L2 learning (Cao, 2013).

To what extent learners participate in class activities has been a matter of concern in the field of education. It is likely that L2 learners hesitate to join discussions or even answer questions when they need to use L2 (i.e., English language). That is why learners' willingness to speak up in English lessons is an important factor that fosters L2 learning. Therefore, research conducted in learning English as a second language has examined antecedents of L2 WTC. Various social, psychological, communicative and linguistic variables could affect L2 WTC of learners according to the pyramid model of MacIntyre et al. (1998). Related to communication behavior aspect of this model, some of the most prevalent variables studied by researchers are

communication anxiety (Baker & MacIntyre, 2000) and L2 confidence (Clément, Baker, & MacIntyre, 2003). Learners' low level of anxiety and high level of confidence to speak up shapes their communication pattern and frequency in L2 classes in a positive way. Teacher communication behavior is another very important factor that is linked with L2 WTC. When teachers praise and encourage students, they are more inclined to communicate in the foreign language (Heidari, Moradian, & Arani, 2017). In the same study, it was shown that controlling the behavior of the teacher decreases students' level of L2 WTC. Moreover, related to intergroup climate aspect of the pyramid model of L2 WTC, classroom context (Peng, 2014), group size (Cao & Philip, 2006) and network pattern (Mystkowska-Wiertelak & Pawlak, 2014) are also linked with the level of L2 WTC.

Self-determination theory (SDT)

Apart from Dörnyei's L2MSS, Noels and her colleagues (Noels, 2001a; Noels et al., 1999, 2000) to complement Gardner's dichotomy have suggested another theoretical framework for motivation in L2 learning. Noels et al. (2000) relied on Self-determination theory (SDT; Deci & Ryan, 1985; Ryan & Deci, 2000, 2017), which focuses on the effects of the social contexts on students' psychological needs for autonomy, competence and relatedness. According to SDT, when people satisfy these three innate psychological needs (i.e., autonomy, competence and relatedness), they experience growth and wellbeing. The need for autonomy refers to the experience of a volitional behavior. The need for competence refers to the experience of effectiveness and the need for relatedness refers to feeling closeness and connection in one's in-group interactions. Therefore, satisfaction or frustration of these three needs determines one's quality of motivation (Ryan & Deci, 2000).

Depending on the need-supportive or need-thwarting social environment, different types of motivation can be observed on a continuum ranging from amotivation to intrinsic motivation (see Figure 3). Amotivation is the absence of interest to get involved in an activity. Intrinsic motivation refers to getting involved in an activity volitionally because it is interesting or enjoyable, and extrinsic motivation refers to doing something to reach external outcomes (Ryan & Deci, 2000). Extrinsic motivation varies in the degree of internalization. Four stages of extrinsic motivation have been described by SDT ranging from the least and moving to most internalized behavioral regulation. External regulation refers to performing an action to satisfy an external demand or get a reward. Introjected regulation refers to acting to feel worthy or avoid guilt feelings. Identified regulation refers to understanding and accepting the personal importance of an action and behaving accordingly (Deci & Ryan, 2000). Integrated regulation refers to assimilation of identified regulations into one's self. Although there is a clear distinction between intrinsic and extrinsic motivation, well-internalized forms of extrinsic motivation are self-determined. For this reason, SDT has further differentiated motivation as autonomous and controlled. The well-internalized extrinsic motivation (i.e., identification and integration) and intrinsic motivation belong to autonomous motivation, while the less-internalized extrinsic motivation (i.e., external regulation and introjection) belongs to controlled motivation.
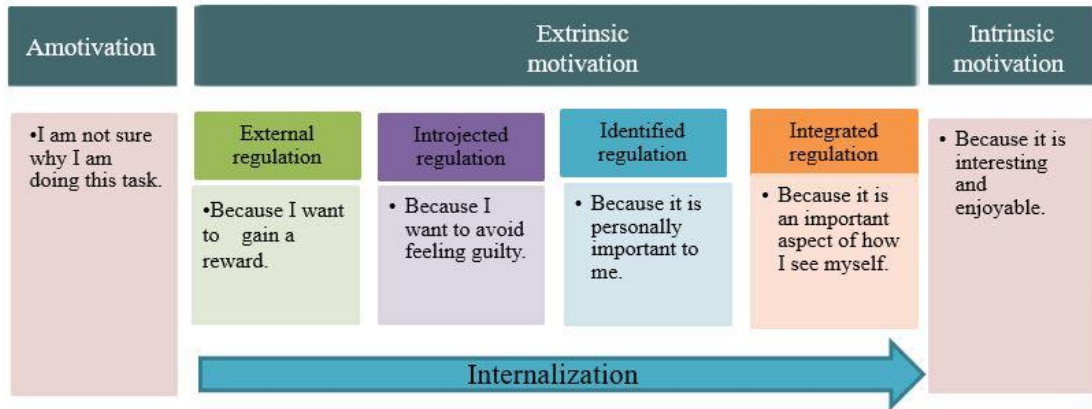
Figure 3. The continuum of motivation in Self-Determination Theory

The degree to which people can internalize valued behaviors into the self depends on whether their needs are satisfied. Indeed, research has shown that need satisfaction is positively related to autonomous motivation (Hagger & Chatzisarantis, 2006; Kanat-Maymon, Benjamin, Stavsky, Shoshani, & Roth, 2015; Milyavskaya & Koestner, 2011; Mouratidis, Barkoukis, & Tsorbatzoudis, 2015; Ntoumanis, 2001; 2005), while need frustration is related to controlled motivation (Bartholomew et al., 2018; Chen et al., 2015; Haerens, Aelterman, Vansteenkiste, Soenens, & Van Petegem, 2015; Stenling, Ivarsson, Hassmen, & Lindwall, 2017). When the context of learning English as a foreign language (EFL) is considered, it has also been found that need supportive classrooms facilitate students' self-determined motivation (McEown, Noels & Saumure, 2014; Noels, 2005, 2009). This is because need supportive climate in English classes satisfies learners' psychological needs (Carreira, 2012; Joe et al., 2017).

Autonomous motivation is important to be developed in the educational context as it is positively related to engagement (Hafen et al., 2012; McEown et al., 2014),

persistence (Deci & Ryan, 2008), adaptive coping and effort (Mouratidis & Michou, 2011), high grades (Soenens & Vansteenkiste, 2005), and high second language achievement (Joe et al., 2017). Considering the components of autonomous motivation, while both intrinsic and identified self-regulation are associated with positive learning outcomes (Burton, Lydon, D'alessandro, & Koestner, 2006), there is a differentiation in the outcomes that each of them predicts. Identified regulation is associated with academic performance (Burton et al., 2006), effort and persistence (Joe et al., 2017; Waaler, Halvari, Skjesol, & Bagøien, 2013), while intrinsic motivation is more likely to be associated with wellbeing (Pae, 2008; Waaler et al., 2013). Specifically, in the context of EFL, Joe et al. (2017) showed that, unlike intrinsic motivation, there is a positive relationship between identified regulation and willingness to communicate (i.e., oral participation), which is conceptualized as persistence and effort in EFL.

Controlled motivation, on the other hand, predicts a variety of undesirable outcomes such as drop-out, maladaptive learning attitudes, ill-being (Vansteenkiste, Zhou, Lens, & Soenens, 2005), less engagement (Ryan & Deci, 2006), and low achievement (Soenens & Vansteenkiste, 2005). When the components of controlled motivation are observed separately, external regulation predicted drop-out (Pelletier, Fortier, Vallerand, & Briere, 2001) and surface learning (Chue & Nie, 2017) while introjected regulation predicted a temporal persistence (Pelletier et al., 2001). Similarly, Ng et al. (2012) showed that introjected regulation predicted temporary health-related engagement, whereas it also predicted depression and anxiety. Moreover, Assor, Vansteenkiste, and Kaplan (2009) showed that both introjected avoidant (avoiding low self-worth) and introjected approach regulation (attaining

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high self-worth) had a less positive pattern of correlates than did identified regulation.

Initial studies (Noels, 2001a, 2001b; Noels et al., 1999, 2000) focusing on SDT in L2 context drew attention to the importance of L2 learners' perceptions about their teachers and how their communicative styles influence students' level of motivation. For example, teachers' providing informative feedback and meeting students' needs were found to be positively related to intrinsic motivation, whereas controlling teaching style influenced students' intrinsic motivation negatively. Moreover, Noels et al. (2000) found that identified and intrinsic motivation, in other words having more self-determined motivation, was positively related to intention to continue L2 study, feeling competent and feeling autonomous. On the other hand, students having a more self-determined motivation were found to have less anxiety towards learning the language.

Comprehensive research suggested by Reeve (1998, 2006, 2009) indicates that there are many positive outcomes of having autonomous motivation such as higher academic achievement (Miserandino, 1996) compared to having controlled motivation. Moreover, having an autonomy-supportive teacher, rather than having a controlling teacher, also brings several benefits such as higher rates of retention (Vallerand, Fortier, & Guay, 1997). Therefore, as also highlighted in Dincer's (2014) doctoral thesis, SDT is a "dialectical framework" that connects the teacher and the student.

Attribution theory

Attribution theory is basically about where we attach meaning of our actions while we try to form a causal relationship between our actions and ourselves or others (i.e. exams, school, and teachers). According to Weiner (1985; 2000), students feel either they or others control the cause of their success or failure and in this process, feelings of guilt, anger, or shame might emerge. The most important factors that affect attributions of achievement are ability, effort, task difficulty, and luck. Causal attributions have three dimensions: stability, locus of causality, and controllability. The stability dimension concerns whether the causes of success or failure change over time or not (i.e., stable versus unstable). Locus of causality refers to whether the attributed cause of previous success or failure is internal (i.e., ability or lack of ability) or external (i.e., difficulty of an exam or luck). Controllability refers to who causes previous success or failure and whether they can be controlled by one's self or not. For example, students, who experienced success, may attribute their success to instructor's teaching ability, which is an external, unstable and uncontrollable cause, or to their high self-confidence, which is an internal, stable and uncontrollable cause. Students, on the other hand, may attribute their failure to their lack of background knowledge, which is an internal, unstable and uncontrollable cause, or to exam difficulty, which is an external, stable and uncontrollable cause.

Research has shown that students' success in learning English is often attributed to their effort and help from others (Williams, Burden, & Al-Baharna, 2001), to their competence (Williams & Burden, 1999) or to the teacher (Peacock, 2010). On the other hand, students' failure in learning English is often attributed to poor teaching methods and lack of support from others (Williams et al., 2001). Moreover, studies

have shown that gender (Cochran, McCallum, & Bell, 2010), achievement

motivation (Georgiou, 1999) and cultural factors (Brown, Gray, & Ferrara, 2005)

may also influence learners' justification of their language learning performance.

Although there are studies showing that second language learners are likely to

attribute both success and failure to uncontrollable (Erten, 2015; Genç, 2016) and

internal (Williams, Burden, Poulet, & Maun, 2004) causes, learners may have

different attributions about their learning, performance and beliefs depending on

their teachers' instructional strategies, school culture, or family environment. Weiner

(2000) showed that stable, internal and/or uncontrollable attributions are maladaptive

and affect success expectations negatively. However, in L2 learning context it was

shown that students who attributed their failure to internal and controllable causes

maintained their self-efficacy although they had poor results, which later contributed

positively to their achievement (Hsieh & Schallert, 2008).

Achievement goal theory

The Achievement Goal Theory focuses on the achievement goals endorsed by

learners and considers them as a motivational variable. Achievement goals are

competence-based aims that individuals adopt in normative or evaluative settings

(e.g., English preparatory programs) and there are two types of achievement goals,

the mastery and performance goals (Dweck, 1986; Dweck & Leggett 1988).

Specifically, when a student has mastery goals, his/her primary aim is learning and

mastery of the task at hand. Here, the focus of the individual is the improvement and

development of competence. On the other hand, when a student has performance

goals, outperforming others or normative success (i.e. passing from the proficiency

exam) is aimed. Mastery and performance goals have also been differentiated

according to students' tendency to approach success or to avoid failure (Elliot &
Harackiewicz, 1996; Elliot & McGregor, 2001). In this regard, mastery goals have
been divided to mastery-approach (i.e., attainment of task-based or self-based
competence) and mastery-avoidance (i.e., avoidance of task-based or self-based
incompetence) goals. Likewise, performance goals have been divided into
performance-approach (i.e., focusing on the attainment of other-based competence)
and performance-avoidance (i.e., focusing on the avoidance of other-based
incompetence) goals.

Mastery-approach goals have been related to positive outcomes such as intrinsic
motivation, deep-level cognitive processing, experiencing positive emotion, and
positive affect (Harackiewicz, Barron, Tauer, Carter, & Elliot, 2000; Hulleman,
Schrager, Bodmann, & Harackiewicz, 2010). On the other hand, performance-
avoidance goals have been related to negative outcomes such as high anxiety,
disorganized study habits, help-avoidance, low achievement (e.g., Elliot & Church,
1997; Elliot, 1999; Midgley & Urdan, 2001; Wolters, 2004). Regarding mastery-
avoidance and performance-approach goals, there is less consensus about their
adaptive or maladaptive nature as they have been related to both negative and
positive outcomes. For example, performance-approach goals have been positively
related to positive affect (Mouratidis, Vansteenkiste, Michou, & Lens, 2013),
academic achievement (Hulleman et al., 2010) as well as to surface learning
strategies (Senko, Hulleman, & Harackiewicz, 2011) and anxiety (Elliot &
McGregor, 2001). Likewise, mastery-avoidance goals have been related to fear about
possible negative outcomes (Elliot & McGregor, 2001), fear of failure (Conroy&

Elliot, 2004). In contrast, mastery-avoidance goals have been related to perceptions of an enjoyable learning climate (Morris & Kavussanu, 2008).

Expectancy value theory

Expectancy-value theory (Atkinson, 1957) has been developed in an attempt to understand the achievement motivation of individuals. Eccles et al. (1993) expanded this research into the field of education by suggesting that students' achievement and achievement-related choices (e.g., persistence) are predicted by two factors, the expectancies for success and the subjective task value. Expectancies for success refer to how confident an individual is in his or her ability to succeed in a task (e.g., How well do I expect to do in English this year?). Task values refer to how important, useful, and interesting the individual perceives the task (e.g., Compared to most of my other activities, how useful is what I learn in English?) as well as to the cost of being engaged in the task. In their model of expectancy value theory (Eccles & Wigfield, 2002) task value component is conceptualized as intrinsic value, attainment value, utility value, and cost. Intrinsic value is defined as one's enjoyment attained by performing an activity, or subjective interest in a subject (i.e., English). Attainment value is defined as one's giving personal importance to being successful in a task. Utility value means one's perceptions about the potential usefulness of being engaged in a task and, therefore, reaching achievement. Cost is defined as perceptions of negative and unwanted results of being engaged in an activity (e.g., fear of failure).

Previous research suggested that value beliefs predict effort, choice and persistence more significantly than expectancy beliefs, which were also revealed to be closely

associated with performance (Marsh, Trautwein, Lüdtke, Köller, & Baumert, 2005; Meece, Wigfield, & Eccles, 1990). However, recent research suggests that both expectancy values and task values predict academic achievement (Hulleman & Harackiewicz, 2009), and performance and choice (Wigfield & Eccles, 2020). Related to task values, placing high intrinsic value in an activity was found to be linked with persistence and engagement (Csikszenthmihalyi, 1997). For this reason, many utility value interventions have been implemented in the field of education (see e.g., Rosenzweig, Wigfield, & Hulleman, 2020; Shin et al., 2019). Accordingly, increased utility value was influenced by motivational beliefs, preferences to continue taking courses and grades (e.g., Harackiewicz, Rozek, Hulleman, & Hyde, 2012). Cost, which was later discussed whether it is necessary to be added to the newly formed theory (Eccles & Wigfield, 2020), had been found to be a negative predictor of college students' achievement and their plans to graduate from school (Perez, Cromley, & Kaplan, 2014). Attainment value was another component of expectancy value theory that was found to mediate the relationship between expectancy value and achievement which shows that even if the student has low expectancy of success, he or she is behaviorally more engaged when he or she has high attainment value (Putwain, Nicholson, Pekrun, Becker, & Symes, 2019).

Implicit theory of ability

Students' ability to overcome daily setbacks and adversities are important for their optimal functioning and, therefore, how they "see" themselves and their abilities can be an important contributor. Implicit theories of abilities are motivational processes that influence how an individual learns and interprets the world around them (Dweck, 1988). Individuals differ in seeing their intelligence as something inborn

and fixed or changeable (Dweck & Bempechat, 1983; Dweck & Leggett, 1988).

Therefore, students who perceive their intelligence or ability as a fixed trait do not

believe in the power of effort because they think they cannot change their level of

intelligence and they cannot improve their ability. They also have concerns about

how much ability they have and try to show that they are smart. On the other hand,

students who regard their intelligence as modifiable (i.e., incremental theory of

ability) focus on improving themselves which was found to be positively related with

motivation and concentration (Ommundsen, Haugen, & Lund, 2005).

In later studies, with the development of ability theories, it has been suggested by

Dweck (2007) that one of the components of the ability theories is a growth mindset,

an individual's theory based on the belief that skills can be increased through effort

and practice. Individuals who hold a growth mindset feel successful when they

improve or gain new abilities. On the other hand, individuals with fixed mindset, the

second component of ability theories, believe that skills are fixed entities that cannot

improve through effort and feel the most successful when they beat others (Dweck,

2007). Holding a growth mindset is a predictor of better academic performance

(Mangels, Butterfield, Lamb, Good, & Dweck, 2006) and has such a powerful effect

on students' achievement that even the destructive effects of financial difficulties can

be lessened (Claro, Paunesku, & Dweck, 2016). Interventions to develop growth

mindset can have positive influence on students' achievement (Blackwell,

Trzesniewski, & Dweck, 2007). Therefore, knowing that learning a second language

requires cultural understanding, flexibility and broader perspective, it is of

importance to try to socialize growth mindset in learning English. Research also

supports this idea that students with a growth mindset are more likely to be

successful in learning English. Specifically, university students with growth mindset who faced failure in language learning were more likely to persist in such a challenge (Lou & Noels, 2019). Very recent research also showed that there is a significant link between growth mindset and monitoring, effort regulation, and goal setting and planning (Bai & Wang, 2020).

Part II

Academic buoyancy: Motivational antecedents and educational outcomes

As a relatively new term, "academic buoyancy" has been proposed by Martin and Marsh (2006, 2008, 2009) to describe students' competence to respond effectively to daily setbacks such as poor grades in exams or pressuring deadlines in their academic lives. When students attain a high level of academic buoyancy and do not let negative academic experiences take control of their school lives, they cope effectively with daily academic challenges. Academically buoyant students have the capability to hold more positive self-beliefs (e.g., self-efficacy; Bandura, 1997). Moreover, when they face unexpectedly lower scores from exams, rather than giving up or feeling frustration, they put effort and adopt adaptive attributions (Malmberg, Hall, & Martin, 2013; Martin et al., 2010, 2013). Therefore, students' academic buoyancy is important to be considered especially in normative educational settings where students should meet externally defined standards.

Empirical evidence suggested that academic buoyancy is predicted positively by components of students' motivation such as self-efficacy, planning, engagement (e.g., persistence, enjoyment, participation, aspirations and valuing), as well as negatively by anxiety and uncertain control (Martin et al., 2010; Martin & Marsh,

2006, 2008) which are academic risk factors. Putwain and Daly (2013) also found that students with higher levels of academic buoyancy and lower levels of anxiety achieved better in the General Certificate of Secondary Education (GCSE),. Moreover, academic buoyancy was found to be related also to achievement goals which, for Pintrich and De Groot (1990), are indicators of the value component of motivation. Yu and Martin (2014) found that mastery goals (e.g., the goal to learn as much as possible) and the personal best goal (e.g., the goal of self-referenced improvement) are positively related to middle school students' academic buoyancy. Findings also suggest that academic buoyancy is associated with optimal functioning and effective learning strategies (Collie et al., 2015), higher academic achievement (Martin, 2014) and performance on a high-stakes examination (Putwain, Daly, Chamberlain, & Sadreddini, 2015). More recent studies have shown that academic buoyancy is related to behavioral and emotional engagement (Thomas & Allen, 2020).

It seems that when students feel competent in schoolwork, have self-regulatory skills of planning and persistence and endorse learning and self-improving goals, they are more likely to be able to overcome daily aversive situations at school and achieve high grades. However, as research in the framework of SDT (Ryan & Deci, 2017) has shown, students who are competent in schoolwork are not always willing to participate in school activities, especially when the school environment forces them to do so under normative situations. As well as self-efficacy and sense of control, students' volitional and self-endorsed participation in school activities are also important for optimal functioning at school (Deci & Ryan, 2008; Ryan & Deci, 2000; Vansteenkiste et al., 2005). This means that when students have internalized

the values, norms and beliefs of the educational context and are engaged in academic activities because they are enjoyable and interesting or important for their personal goals (autonomous motivation), they are more likely to be buoyant in academic setbacks. This is because the setbacks are part of what students like or find important to do and they are probably perceived as challenges. Indeed, in the sport context, autonomous motivation is positively associated with challenge appraisals and greater effort and persistence for a goal that becomes gradually difficult to attain (Ntoumanis et al., 2014). We expect the same pattern in the educational context by observing higher academic buoyancy for daily setbacks in students who are autonomously motivated. On the other hand, when students are engaged in academic activities for less internalized reasons such as to avoid trouble, please parents or avoid feeling guilty (controlled motivation), they are more likely to be vulnerable in academic setbacks. This is because the setbacks are part of what others expect from them to do and they are probably perceived as threats by the students. Indeed, in the sport context, controlled motivation is positively associated with threat appraisals, high hopelessness and discouragement and low persistence for a goal that becomes increasingly difficult to attain (Ntoumanis et al., 2014). We expect the same pattern in the educational context by observing lower academic buoyancy for daily setbacks in students with controlled motivation. However, this assumption has not been investigated yet and what helps students to be buoyant in EPPs has not been fully explained.

Hypotheses

The present prospective study attempted to answer whether the quality of motivation predicts high or low academic buoyancy and achievement in EPPs. We, therefore,

investigated the relation of perceived need satisfaction (or frustration) to autonomous (or controlled) motivation at the beginning of a two-month course (T1) in EPPs and, in sequence, their relation to subsequent (T2) academic buoyancy and, through it, to achievement in the two-month course's final exam (T3).

Based on Raižienė, Gabrialavičiūtė, Garckija and Silinskas (2018), and Sheldon and Filak (2008), who found that satisfaction of need for autonomy, competence and relatedness was positively related to autonomous motivation, we anticipated autonomous motivation to be positively predicted by need satisfaction and negatively predicted by need frustration. The opposite pattern of relations was hypothesized for controlled motivation (Hypothesis 1).

As research has shown that various motivational factors such as self-efficacy, planning, persistence, low anxiety and low uncertain control (all correlates of autonomous motivation) positively predict students' academic buoyancy (Martin & Marsh, 2006, 2008), we also anticipated that T1 autonomous and controlled motivation would positively and negatively, relate to students' T2 academic buoyancy (Hypothesis 2a). We also hypothesized that T1 autonomous and controlled motivation would mediate the relation between T1 need satisfaction and frustration, and T2 academic buoyancy (Hypothesis 2b). Finally, we hypothesized that students' T2 academic buoyancy would mediate the relation between students' T1 self-determined motivation (e.g., need satisfaction or frustration and autonomous or controlled motivation) and T3 academic achievement (Hypothesis 3), as Yun et al. (2018) have shown that academic buoyancy relates to achievement in the context of learning English as a foreign language. Our hypotheses are presented in Figure 4.
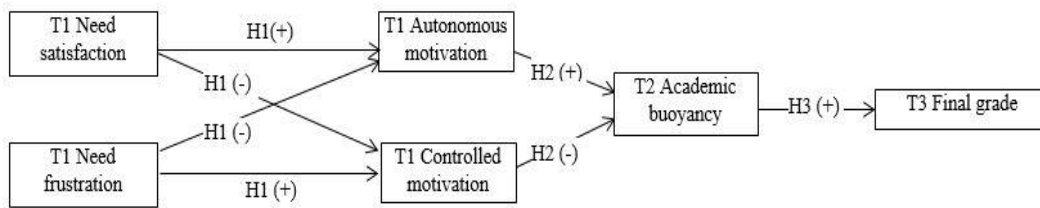
Figure 4. The hypothesized model of the three needs satisfaction or frustration as

exogenous variables

CHAPTER 3: METHOD

Introduction

The overall aim of this study is to investigate the motivational factors that influence students' optimal functioning (e.g., persistence, achievement) in English preparatory programs by considering the importance of the transitional period between high school and university life. For this reason, two studies were carried out in this research.

The first study (Study 1) was the systematic review of motivational theories that clarifies the various conceptualizations and operationalizations of motivation in studies focusing on L2 learning in EPPs and EAP, and identifies the teacher-related and student-related correlates of motivation in EPP and EAP context. The research questions of Study 1 were as follows:

Research question 1*:* Is motivation conceptualized consistently with a prominent motivational theory in published studies in the context of L2 English learning in EAP programs and EPPs?

Research question 2: Is motivation operationalized consistently with the definitions given by the authors and/or motivational theories in published studies in the context of L2 English learning in EAP programs and EPPs?

Research question 3: What is the relation of each motivational construct coming from various motivational theories to context-related factors such as instructional strategies or materials as well as to student-related factors, learning strategies or achievement in published studies in the context of L2 English learning in EAP programs and EPPs?

The second study (Study 2) was an empirical prospective study aiming to better understand students' optimal functioning in the normative educational settings of EPP by considering academic buoyancy as the mediator between students' motivational experience and achievement in EPPs. The research questions of Study 2 were as follows:

Research question 4: To what extent is students' academic buoyancy at the end of an English course in an EPP predicted by their initial motivational experience?

Research questions 5: To what extent does students' academic buoyancy at the end of an English course in an EPP mediate the relation between students' initial motivational experience and final academic achievement?

In what follows, for each study separately, the research design is explained as well as the details of the research context and method (i.e., participants, procedure and measurements). Lastly, the data collection and analytic procedures are presented.

<center>**Study 1**</center>

Research design

Study 1 was a systematic review, the procedures of which were defined following the guidance of Gough, Oliver and Thomas (2013) and the PRISMA statement (Moher, Liberati, Tetzlaff, & Altman, 2009; see Figure 5). The initial step of a systematic review suggested by Gough et al. (2013) is responding to a specific *need.* A rationale behind a review is needed to clarify why there is such a need and what will be done with the answers provided by the review. The second suggested step is that research question(s) is needed so that the function of the research and the assumptions are explicitly seen. Third, it is suggested that well-developed inclusion/exclusion criteria to determine what type(s) of studies will be included in the review are helpful to select relevant studies. The fourth step is offering suggestions about how to do a proper search to reach promising sources. It is suggested that the inclusion/exclusion criteria should be followed so that there is consistency between what is expected and what is reached. Moreover, specific search strategies are needed such as the choice of bibliographic databases or using keywords or controlled terms. As the fifth step, the screening process is needed to check whether studies are relevant or not. It is stated that sometimes by checking the abstract can be enough to make a decision. However, this may not be the case all the time, so a further analysis is needed and full-texts of articles should be reached. The sixth step is to code the articles. It is suggested that once the relevant articles are identified, necessary information needs to be taken out from each article following the research question(s) and inclusion/exclusion criteria to describe each study within a *map*, which is the next step of a systematic review. In the map, information collected in the coding step is shared such as the name of the author or year the study was published. Information

<center>49</center>

that is more detailed can also be shared such as method of data collection or the research question. The eight step is the need to *appraise*. Accordingly, the quality of each article needs to be evaluated in terms of its relevance to the research question, the proper use of methodology, and the quality of carrying out these methods (Gough, 2007). Synthesis is the ninth step and the end goal of a systematic review. Here, rather than a list of findings from an article, an integrative approach is suggested. Therefore, data should be examined well, patterns need to be pointed out and then findings can be shared in a synthesized manner. The last step is an explicit and a very clear report of a) background of the study including the aims, research questions and protocol, b) the results of the synthesis, c) discussion and d) findings and limitations.

In line with these steps, the problem to be answered was identified, research questions were developed, detailed descriptions of the ways that the protocol (selected journals and search criteria) was developed were shared and the review was conducted accordingly.
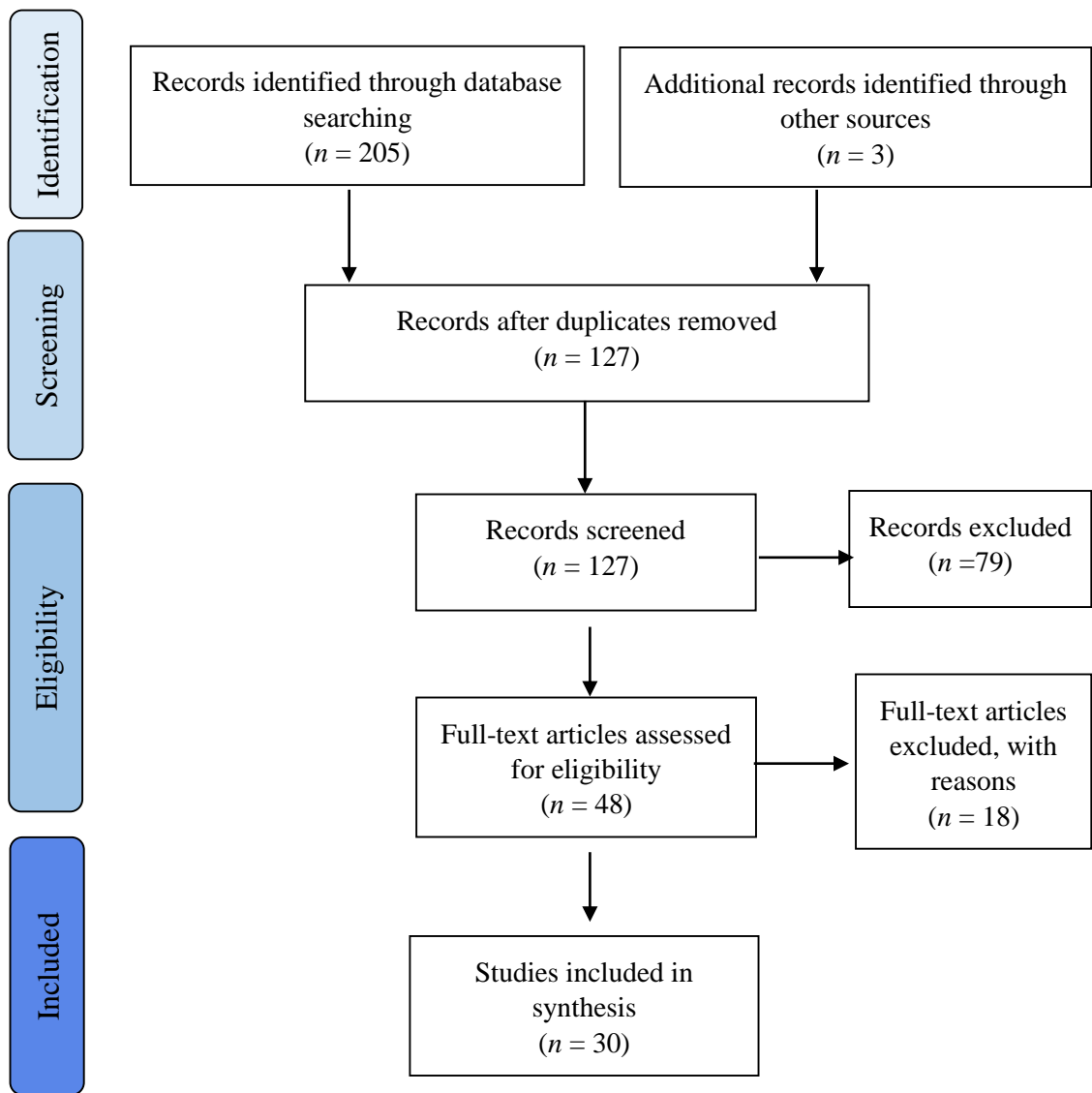
Figure 5. Flow of information through the different stages of systematic review

Context

English preparatory programs (EPPs)

Second language learning (L2) to attend university programs in a foreign language is a matter of concern for many people around the world. The motive for each learner can be different although one of their leading concern is to be able to receive a university education. Students, therefore, are required to have the necessary language (L2) background to meet the needs of the corresponding departments. Around the world, there are many universities where English is the medium of instruction (EMI). This is the case for the Turkish context as well and being a proficient user of English is obligatory in private and state universities in Turkey in which the medium of instruction is English. It is a matter of concern for these universities to admit proficient users of English, who will be able to communicate with their classmates and instructors, to access academic resources, and express themselves written and orally in English. Therefore, once students enroll English-medium universities, they take a proficiency test prepared by the university and are expected to get the minimum score specified by this university. Some students can pass this exam or provide the university with a sufficient English proficiency exam score from external exams (e.g., TOEFL, IELTS) and continue their studies in their departments. Students who cannot meet either of these requirements are placed in different levels of English in EPPs according to the proficiency exam results and are expected to fulfill the objectives aimed in each level to be able to continue with the proceeding course. These courses are specified by the Common European Framework (CEFR) in which different proficiency levels exist: "A1 (breakthrough); A2 (way stage); B1 (threshold); B2 (vantage), C1 (effective operational proficiency) and C2 (mastery) levels" (Council of Europe, 2001, p. 23). A1 refers to the level of basic English users

and C2 to the most proficient users. The main objective of the CEFR is to focus on the development of different skills such as the use of language in reading, listening, writing and speaking which are necessary for a successful progress during the university program(s). Specifically, students are expected to be able to listen to the lectures and take notes, create coherent texts or write texts in different genres, and interact with the instructors and classmates smoothly.

There are two options for EPP students to enroll their departments and continue their studies. The first option is to meet the requirements of the C1 level course and pass the proficiency exam that EPPs offer. The second option is to provide the university with a sufficient English proficiency exam score from external exams (e.g., TOEFL, IELTS). The score they get from these exams should have an equivalence to B2 level in CEFR. Unless students are successful in either (or both) of these options, they do not have the chance to continue their studies in their departments and are, therefore, dismissed from the university.

English for academic purposes (EAP) programs
English for academic purposes (EAP) programs is another context in which learning English as an L2 occurs in higher education. EAP courses belong to the core curriculum of undergraduate programs and, similar to EPP, provide students with sufficient academic language skills so that they can attend English medium courses. Like courses in English preparatory schools, students are obliged to attend the courses given in EAP programs and succeed in them in order to graduate from their departments. Like EPPs, EAP courses also aim to improve productive skills in English such as writing and speaking so as students to reach the content knowledge

related to their subjects. In EAP courses, learner-centered approaches are adopted (Hyland, 2006) and the active role of the learner in the process of assessment is valued. Therefore, formative assessments are preferred and they offer students benefits such as constructive feedback from the instructor, peer feedback or group projects. In terms of course content, the focus is on academic contexts and students are introduced to different genres of texts.

Establishing inclusion and exclusion criteria

In order to reach proximal number of articles, regarding the aim to investigate the conceptualization and the operationalization of motivation in L2 English learning in higher education as well as its relation to educational correlates, keywords were specified and refined (see Table 1), inclusion/exclusion criteria was established (see Appendix A) to select the studies and a procedure was planned. Specifically, as of interest, the studies should be a) held either in EPPs or EAP courses, b) conceptualizing and/or operationalizing a specific motivational theory from those that were used for defining the keywords or another specific motivational theoretical framework that is well-specified in the article, c) relevant to the field of English language learning, d) empirical, e) written in English, f) published as a journal article. For this study, a time frame for the selection of articles was not set.

Reaching sources

Web of Science (Core Collection), Scopus and Education Resources Information Center (ERIC) databases were used to gather articles up to June 20th, 2019. Considering the search strategy within the study of Lazowski and Hulleman (2016)

where they group keywords to reach better and accurate results, keywords that

belong to the relevant motivational theory were grouped as shown in Table 1.

Table 1
Specified list of theories and keywords

Motivational theories	Specified keywords and synonyms
Gardner's theory	"Gardner's theory" "integrative motivation" "instrumental motivation" "instrumentality" "integrativeness"
L2 motivational self-system	"L2 motivational self-system" "L2MSS" ""ideal L2 self" "ideal-L2-self" "Ought to L2 self" "Ought-to L2 self"
Self-determination theory	"autonomous motivation" "controlled motivation" "intrinsic motivation" "extrinsic motivation" "identified regulation" "introjected regulation" "SDT"
Willingness to communicate	"willingness to communicate"
Attribution theory	"attribution theory" "attribution beliefs"
Achievement goal theory	"achievement goals" "mastery goal" "mastery goals" "performance goal" "performance goals" "mastery-approach goal" "mastery-approach goals" "performance-approach goal" "performance-approach goals"

The Boolean searching method was followed to combine or limit words and phrases

in an online search in order to retrieve relevant results. Using the Boolean terms

"AND" and "OR", the relationships among concepts could be defined. In addition,

keywords corresponding to theories were controlled by using quotes ("…") to ensure that keywords are searched as a phrase. Each group was combined with AND "EAP" OR "English for academic purposes" OR "English preparatory" and a multitude of iterations were also used such as "motivation" AND "EAP", "motivation" AND "English preparatory program", "autonomous motivation" AND "EAP"…etc. Endnote software was used to handle search results. Once exporting search results into the software, group sets were created (i.e., Web of Science, Scopus, ERIC) and references were organized into specific groups. In this way, any duplicate record(s) were identified and deleted. Additional information was added under necessary references.

Full-texts of the references were downloaded and coded into an Excel document used as an inclusion/exclusion criterion based on the pre-determined protocol. Primarily, the titles and abstracts of these studies were screened for eligibility and necessary exclusion has been made in line with the inclusion/exclusion criteria. For example, some articles (e.g., Graham, 2011; Monbec, 2018) were excluded, as they did not include any empirical research. The fifty-three full-articles from the Web of Science were independently screened by two researchers for eligibility and examined if they contribute to the research question. Using the percentage agreement method (McHugh, 2012), the two raters agreed in 79.3 % of the articles. Any discrepancies regarding criteria fulfillment were resolved by discussion between the two researchers. Having established a common understanding through this process, the remaining full-text articles from the other two databases were screened only by one of the researchers and only doubtful articles were screened by the second researcher as well. Through this process, some articles (e.g., Morris, 2016; Fox, Cheng &

Zumbo, 2014) were excluded as they were held in non-relevant contexts. Other

articles (e.g., Lenders, 2008; Rix, 2012; Zhou, 2009) were excluded, as they did not

include any specified motivational theory. Finally, the agreed list of articles (*N*= 127)

was added to shared folders for further analysis.

Theory-based categorization of articles

The selected articles were categorized into groups depending on the most prominent

theoretical framework that they use although some articles use more than one theory

to conceptualize and measure motivation. (see Table 2). The majority of the articles

(*n* = 7) were found to focus on motivational constructs suggested by Gardner (1985)

and/or Dörnyei (1994a; 2005; 2009). Some articles focused on the "willingness to

communicate; WCT" approach (*n* = 6) suggested by MacIntyre et al. (1998). Five

articles focused on Self-determination theory (SDT; Deci & Ryan, 2000; Ryan &

Deci, 2017). Three articles focused on the intrinsic or extrinsic aspect of motivation.

There were three studies focusing on Attribution Theory (Weiner, 1985; 2000) and

two others on Achievement Goal Theory (Dweck 1986; Dweck & Leggett 1988).

There was one study focusing on Expectancy-value Theory (Atkinson, 1957; Eccles

et al., 1993). Apart from the studies that were grouped into at least one of the

motivational concepts defined by the keywords, there were three articles that

investigated other motivational concepts. Some articles were found to be focusing on

more than one theory as can been seen in Table 2 (i.e., duplicates were italicized).

For example, the major focus of Chen and Brown (2012) was SDT, and at the same

time Gardner's theory was also conceptualized and explored. These articles (*n* = 9)

were reported under both or all the motivational theories which were either the main

theoretical framework or additionally used in the definition of motivation within

each article.

Table 2
Theory-based categorization of articles

Gardner	Dörnyei	WTC	SDT	Intrinsic & Extrinsic motivation	Attribution theory	Achievement goal theory	Expectancy value theory	OMC
Bensoussan (2015)	Asoodar et al. (2016)	Ahmadi (2017)	Abrar-ul-Hassan (2014)	*Gürsoy and Kunt. (2019)*	Chang et al. (2017)	Macayan et al. (2018)	Ro (2016)	Chen et al. (2004)
Gardner and Yung (2017)	*Chen and Brown (2012)*	Cao (2013)	Bensoussan (2015)	Komiyama (2013)	Demir (2017)	Woodrow (2006)		Huang et al. (2006)
Gursoy and Kunt. (2019)	Huang (2006)	Cao (2014)	Chen and Brown (2012)	McLaughlin and Durrant (2017)	Paker and Özkardeş-Döğüş (2017)			Meniado (2016)
James (2012)	Subekti (2018)	Gallagher and Robins (2015)	Lee and Lee (2018)	Wiesen (2001)				
Ro (2016)	Ross and Stracke (2016)	Gallagher (2019)	Lin et al. (2013)					
Woodrow (2006)		Heidari et al. (2017)						
		James (2012)						

Note: SDT = "Self-determination theory"; WTC = "Willingness to Communicate"; OMC = "other motivational concept"

Categorization according to the methodology of the articles

Thirty articles were found to be eligible for the elaborate review (see Table 3). Of the

30 studies, 13 were classified as descriptive quantitative. Abrar-ul-Hassan (2014), for

example, used a three-part questionnaire to assess the motivational patterns and types

and degrees of motivation and did not triangulate the data with any qualitative methodology. Moreover, seven articles were classified as descriptive qualitative some of which used a variety of methodologies. For instance, Chen and Brown (2012) incorporated semi-structured interviews and students' web-based project work to explore effects of task-based learning on L2 learner motivation. Some other studies used mixed methods where a sole method seemed inappropriate to the research context. Specifically, nine articles were classified as using descriptive mixed methods. Specifically, Bensoussan (2015) used a questionnaire and interviews in an attempt to explore the connection between students' motivations and their attitudes toward university studies and language learning. There was also one experimental study (i.e., Chen, Belkada, & Okamoto, 2004). The majority of the articles were conducted in EAP programs (i.e., 27 articles) compared to EPPs (i.e., 3 articles). Specifically, Demir (2017), Gürsoy and Kunt (2019) and Paker and Özkardeş-Döğüş (2017) were the studies held in EPPs.

Table 3
The articles included in the systematic review

Study	Database	Context	Country	Participants	Theory	Conceptualization	Operationalization	Research Design	Method of Data Collection	Correlates of Motivation
Abrar-ul-Hassan (2014)	ERIC	EAP	U.S.A	37	SDT	PC	PCTD	DQuan	Survey	
Ahmadi (2017)	WOS	EAP	Japan	480 to 600 students	WTC	C	CTD	DQual	Video-recording, interview	Dialogic teaching, teacher facilitation
Asoodar et al. (2016)	WOS	EAP	Iran	179 students	L2MSS	C	CTD	DMix	Course forums, interviews, e-mails, podcasts, survey	Podcasting
Bensoussan (2015)	WOS	EAP	Israel	194 students	SDT	I	PCTD	DMix	Survey, interviews	Attitudes, self-confidence, achievement
					Gardner	C	PCTD			
Cao (2013)	ERIC	EAP	New Zeland	12 students 3 teachers	WTC	C	CTD	Longitudinal DQual	Classroom observations, stimulated-recall interviews, reflective journals	Classroom environmental conditions, personal factors
Cao (2014)	WOS	EAP	New Zeland	12 students 3 teachers	WTC	C	CTD	Longitudinal DQual	Classroom observations, stimulated-recall interviews, reflective journals	Classroom environmental conditions, personal factors
Chang et al. (2017)	WOS	EAP	Australia	29 students	Attribution theory	C	CTD	DQuan	Survey	
Chen et al. (2004)	WOS	EAP	Japan	20 students	Attitudes	NT	NO	Experimental	Survey, open-ended questionnaire	Web based course

60

Table 3 (cont'd)
The articles included in the systematic review

Study	Database	Context	Country	Participants	Theory	Conceptualization	Operationalization	Research Design	Method of Data Collection	Correlates of Motivation
Chen and Brown (2012)	ERIC	EAP	N/A	6 students	SDT	I	ITD	DQual	Semi-structured interviews, project works, teacher observation notes	Task-based language teaching and computer-mediated approach
					L2MSS	C	CTD			
Demir (2017)	ERIC	EPP	Turkey	104 students	Attribution theory	C	PCTD	DQuan	Survey	Gender, department
Gallagher (2019)	WOS	EAP	England	75 students	WTC	C	CTD	DMix	Survey	Social network reciprocity and brokerage
Gallagher and Robins (2015)	WOS	EAP	England	75 students	WTC	C	CTD	DQuan	Survey	Social network ties
Gardner and Yung (2017)	WOS	EAP	Hong Kong	77 students	L2MSS	C	CTD	DMix	Online survey, one-to-one interview	Self-access language learning (SALL)
					Gardner	C	CTD			
Gürsoy and Kunt (2019)	WOS	EPP	Northern Cyprus	10 students	Gardner: integrative instrumental	C NT	CTD CT	DQual	In-depth interviews	Acculturation
					intrinsic extrinsic	NT NT	PCTD CT			

Table 3 (cont'd)
The articles included in the systematic review

Study	Database	Context	Country	Participants	Theory	Conceptualization	Operationalization	Research Design	Method of Data Collection	Correlates of Motivation
Heidari et al. (2017)	SCOPUS	EAP	Iran	118 students	WTC	C	CTD	DQuan	Survey	Teacher communication behavior, learning style, text facilitation, reading requirements, teacher facilitation
Huang (2006)	ERIC	EAP	Taiwan	248 students	Dörnyei	NT	CT	DMix	Semi-structured interviews, survey	
Huang et al. (2006)	ERIC	EAP	Taiwan	75 students	OMC	PC	PCTD	DQuan	Survey	Instructional materials
James (2012)	WOS	EAP	USA	40 students	Gardner	C	CTD	DQual	Semi-structured interviews	L2 transfer motivation
					WTC	I	ITD			
Komiyama (2013)	ERIC	EAP	USA	2018 students	Theoretical framework of intrinsic and extrinsic motivation	C	CTD	DQuan	Survey	
Lee and Lee (2018)	ERIC	EAP	Korea	110 students	SDT	I	ITD	DQuan	Survey	Strategy use
					Gardner	C	NO			
Lin et al. (2013)	SCOPUS	EAP	Malaysia	201 students	SDT (Autonomy)	I	ITD	DQuan	Survey	Digital storytelling

Table 3 (cont'd)
The articles included in the systematic review

Study	Database	Context	Country	Participants	Theory	Conceptualization	Operationalization	Research Design	Method of Data Collection	Correlates of Motivation
Macayan et al. (2018)	WOS	EAP	Philippines	162 students	Achievement goal theory	C	CTD	DMix	Semi-structured interviews, survey	Writing and speaking performances
McLaughlin and Durrant (2017)	WOS	EAP	UAE	252 students	Deep learning strategies (intrinsic), surface learning strategies (external)	I	ITD	DQuan	Survey	Deep and surface learning strategies
Meniado (2016)	ERIC	EAP	Saudi Arabia	60 students	OMC	PC	CT	DQuan	Survey	Metacognitive reading strategies
Paker and Özkardeş-Döğüş (2017)	ERIC	EPP	Turkey	223 students	Attribution theory	C	CTD	DMix	Survey, semi-structured interviews	Level of language proficiency, gender
Ro (2016)	WOS	EAP	U.S.A.	37 students	Expectancy-value theory Gardner	PC C	PCTD CTD	DMix	Interviews Survey Student reflections	ER(extensive reading approach), teacher guidance
Ross and Stracke (2016)	ERIC	EAP	Australia	12 students	L2MSS	C	CTD	DQual	Semi-structured to open interviews	Pride

Table 3 (cont'd)
The articles included in the systematic review

Study	Database	Context	Country	Participants	Theory	Conceptualization	Operationalization	Research Design	Method of Data Collection	Correlates of Motivation
Subekti (2018)	SCOPUS	EAP	Indonesia	56 students	L2MSS	C	CTD	DQuan	Survey	Achievement
Wiesen (2001)	ERIC	EAP	Israel	N/A	Theoretical framework of intrinsic and extrinsic motivation	I	NO	DQuan	Interviews, student responses	Content-based study units
Woodrow (2006)	WOS	EAP	Australia	275 students	Achievement goal theory	C	CTD	DMix	Survey	Learning strategies, speaking performance.
					Gardner	C	CTD			

Note: EAP = English for Academic Purposes; EPP = English Preparatory Program; WOS = Web of Science; SDT = Self-determination theory; WTC = Willingness to Communicate; L2MSS = L2 motivational self-system; OMC = other motivational concept; DQuan = Descriptive-quantitative; DQual = Descriptive-qualitative; DMix = Descriptive mixed method; C = consistent with the theory; PC = partially consistent with the theory, I = inconsistent with the theory; NT = non-existence of a theory; CTD = consistent with the theory and the definition; CT= consistent with the theory; ITD = inconsistent with the theory and definition, NO= non-existence of operationalization; PCTD = partially consistent with the theory and/or definition

Categorization of the articles according to the conceptualization and operationalization of motivation

Consistent with the research question, the selected articles were reviewed in terms of the conceptualization and operationalization of motivation. These selected 30 articles were read carefully and analyzed according to the research questions. Specifically, the areas in each article that correspond to each research question were identified and highlighted by the first rater. If the corresponding areas were unclear, the relevant articles were scrutinized by the second rater as well who had expertise in motivational theories. Then, agreements and disagreements were shared and discussed by providing justifications until reaching consensus. Accordingly, it was found that while some articles thoroughly and explicitly defined the motivational theory on which they based the conceptualization and operationalization of motivation, there were articles in which motivation was not explicitly conceptualized in the framework of a specific motivational theory. Similarly, while in some articles the operationalization of motivation was consistent with the explicit conceptualization of the relevant motivational theory or with implicit-conceptualization of a theory, in some other articles the operationalization of motivation did not fit with the explicit conceptualization of the relevant motivational theory mentioned in the study.

For example, in Asoodar, Marandi, Vaezi and Desmet's (2016) study, L2 learning situation as the third component of Dörnyei's (1994b) definition of motivation was considered a motivational construct defined according to the relevant theory. Likewise, L2 learning motivation was operationalized in consistency with the theory

as students' level of attention, confidence and enjoyment to use podcasts which is a course specific motive.

On the other hand, in some studies operationalization was inconsistent with the explicit conceptualization of motivation. To give an example, in Lee and Lee's (2018) study although intrinsic motivation was defined in line with the SDT (i.e., internally driven desire to learn out of a personal interest), it was measured through sense of autonomy, competence and relatedness which are the predictors of intrinsic motivation and the components of the Basic Psychological Needs Theory of SDT.

Moreover, there were some other studies in which motivation was not explicitly defined in the introduction of the article according to any of the specific motivational theories but it was assessed consistently with one of the specific motivational theoretical frameworks. For example, in Ahmadi (2017), WTC construct was observed through the voluntary participation of students in discussions, the degree of taking turns and the duration of speaking. All these indicators through which WTC was measured are consistent with the WTC construct.

By considering the consistency of the conceptualization of motivation with a theory or the lack of a consistent theoretical framework in some cases as well as the consistency/inconsistency of the operationalization of motivation with the mentioned theoretical framework, all studies were categorized accordingly. Specifically, the conceptualization of motivation was consistent, inconsistent or partially consistent with a theoretical framework or not following any theoretical framework (absence of a theory). The operationalization of motivation was also characterized as being

consistent, inconsistent or partially consistent with a theory and/or the defined

motivational construct or as being absent (Table 3).

Study 2

Research design

Prospective study

In Study 2, as the purpose was to investigate the relation of motivational experience

at the beginning of a two-month course (T1) in EPPs to final levels (T2) of academic

buoyancy and, through it, to achievement in the two-month course's final exam (T3),

a prospective research design was adopted.

Prospective research refers to a study design through which subjects are observed

over a period and the occurrence/nonoccurrence of the condition is assessed. The

difference between prospective and retrospective studies is often presented in the

literature; the former means looking forward to the outcome and the latter looking

backward to the antecedents of the outcome (Magnusson, Bergman, & Rudinger,

1994). In prospective studies, the data is collected during the process and depending

on the length of the process, the research can be regarded as longitudinal.

Longitudinal study refers to gathering data "over an extended period of time"

(Cohen, Manion, & Morrison, 2013, p. 266, 267). Data could be collected through

weeks, months or years and according to this length, the study can be labeled as

short-term longitudinal or long-term longitudinal. A short-term investigation takes

weeks or months, so this study can be regarded as a short-term longitudinal study.

Context

Study 2 was conducted in the EPPs which is the same context as in Study 1. While studying in EPPs, students focus on internal and/or external English proficiency exams to meet the language requirements study in a specific university department.

Participants

The sample of this study comprised of 486 Turkish students (53.6 % females, 1 student did not report gender; M_{age} = 19.11, SD = 1.28; 38 students did not report their age) from three EPPs in Ankara, Turkey. Four hundred sixty-seven students were in their first and 19 students were in their second year of the EPP. The distribution of students among the three programs was respectively 250, 146 and 90. The T1 survey was completed by 443 students, while the T2 survey was completed by 310 students. Among them, 267 students participated in both T1 and T2.

Instrumentation

Background variables in T1

Students were asked to indicate their gender, age and number of courses they repeated, if any. An academic year in the participating EPPs includes four eight-week English courses. Students who fail in any of these courses repeat the course. Students being in the first year of their studies in EPP and the third eight-week-period could have repeated a maximum of three classes, while students in the second year could have repeated a maximum of seven classes. The number of repeated classes was assessed as it is an indicator of students' previous success and failure. Therefore, it was converted into three and ranged from zero to three in the final analyses and we controlled for it in the SEM analysis.

Need satisfaction and need frustration in T1

Students' need satisfaction and frustration were assessed by the Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS; Chen et al., 2015). Twelve items assessed need satisfaction (4 items for each need; need for autonomy, e.g., I feel a sense of choice and freedom in the things I undertake, $\alpha=.61$; need for competence, e.g., I feel confident that I can do things well, $\alpha=.75$; need for relatedness, e.g., I feel that the people I care about also care about me, $\alpha=.66$). Twelve items assessed need frustration (4 items for each need; need for autonomy, e.g., Most of the things I do feel like "I have to", $\alpha=.77$; need for competency, e.g., I have serious doubts about whether I can do things well, $\alpha=.70$; need for relatedness, e.g., I feel excluded from the group I want to belong to, $\alpha=.63$). Each item in the questionnaires was assessed in a five-point, Likert-type scale ranging from 1 (totally disagree) to 5 (totally agree). A Confirmatory Factor Analysis (CFA) loading each 4-item-set to respective six latent factors yielded to an acceptable fit: S-$B\chi2$ (237, N = 407) = 390.249, $p < .01$, CFI = .927, SRMR = .051, RMSEA = .040 (90%-CI: .042 - .055).

Quality of motivation in T1

Sixteen items from the Academic Self-Regulation Questionnaire (SRQ-A; Ryan & Connell, 1989) was used to assess students' quality of motivation for their classwork in the course (external regulation, 5 items, e.g., Because that's the rule, $\alpha=.57$; introjected regulation, 5 items, e.g., Because I want the teacher to think I'm a good student, $\alpha=.69$; identified regulation, 3 items, e.g., Because I want to learn new things, $\alpha=.62$; intrinsic regulation, 3 items, e.g., Because it's fun, $\alpha=.80$). Each item in the questionnaires was assessed in a five-point, Likert-type scale ranging from 1 (totally disagree) to 5 (totally agree). A CFA for the hypothesized four-factor

structure yielded a poor fit (see Table 4, Step 1). Therefore, separate CFA models for each factor were conducted (Table 4, Step 2-5) and modification indices were checked. Accordingly, items with non-significant factor loadings were excluded and correlated uniqueness (errors) between items were included in the one-factor models. The final factor structure consisted of 13 items in a rejoined model, which yielded a good fit (Step 6). According to the four-factor structure of the rejoined model, four aggregated scores were computed for external (1 excluded item; $\alpha = .56$), introjected (2 excluded items; $\alpha = .70$), identified and intrinsic regulation.

Table 4
Fit indices for the hypothesized and modified models

Model	χ^2	*df*	RMSEA	90%-CI	CFI	SRMR
General Model						
(1) 16-items, four-factor model	464.058	98	.093	.086 - .101	.776	.094
External regulation model						
(2) 5-items, one-factor model	10.478	5	.050	.000 - .090	.961	.031
Introjected regulation model						
(3) 5-items, one-factor model	41.349	5	.130	.097 - .165	.909	.062
Identified Regulation Model						
(4) 3-items, one-factor model	0.000	3	.000	.000 - .000	1.000	.000
Intrinsic Regulation Model						
(5) 3-items, one-factor model	0.000	3	.000	.000 - .000	1.000	.000
Rejoined Modified Model						
(6) 13-items, four-factor model with method effect[a]	123.834	55	.054	.042 - .066	.947	.058

[a] item 1 from external regulation, items 4 and 5 from introjected regulation were excluded

Academic buoyancy in T2

The four-item Academic Buoyancy Scale (Martin & Marsh, 2008) was used to measure the ability to overcome daily academic adversities in EPP (e.g., I'm good at dealing with setbacks at school, T1 $\alpha = .70$, T2 $\alpha = .77$). Each item in the

questionnaires was assessed in a five-point, Likert-type scale ranging from 1 (totally disagree) to 5 (totally agree). A CFA yielded the following acceptable fit for T1: S-$B\chi$ (2, N = 434) = 15.949, $p < .01$, CFI = .961, SRMR = .029, RMSEA = .127 (90%-CI: .080-.193) and T2: S-$B\chi$ (2, N = 301) = 8.050, $p < .01$, CFI = .976, SRMR = .022, RMSEA = .100 (90%-CI: .034-.176).

Final grades in T3

Students' final exam scores in the English course were collected from the participated EPPs. The range of the scores was between 19.25 and 95.50 (out of 100) and their average was 66.92 ($SD = 13.40$). Standardized scores were computed for each separate EPP.

Method of data collection

After receiving the ethical approval from the University's Ethical Committee, the directors and instructors of EPPs were informed about the procedure of the study. The T1 survey was administered by the instructors in normally scheduled classes in the second week of the English course of the third eight-week-period in EPPs. The students, after consenting their participation (see Appendix B; Appendix C), anonymously completed the T1 survey (see Appendix D) that assessed background variables, need satisfaction and frustration and quality of motivation for that specific English course. The T2 survey (see Appendix E), which assessed academic buoyancy in EPP, was conducted in the seventh week of the English course. To match T1 and T2 questionnaires, students indicated their ID number. Students' grades in the final course exam were provided by the EPPs. All the instruments were

translated into Turkish and edited by experts in the field according to the procedures proposed by Hambleton (1994).

Method of data analysis

As preliminary analyses, Cronbach alpha for each subscale was calculated and CFA to test the factor structure of all the measures was conducted using the R software with robust maximum likelihood estimation. The mean of each subscale was computed and the descriptive statistics and bivariate correlations were checked by using SPSS 20. Gender differences through MANOVA were also examined.

In the main analyses, Structural Equation Modelling (SEM) was conducted using R software (package Lavaan) to test the hypotheses. Two separate models were tested for need satisfaction and frustration as exogenous variables. This is because, when need satisfaction and frustration were included in the same model, the high correlation between them (e.g., $r = -.51$) yielded unexpected relations with the endogenous variables that are not justified by the correlation table. We first tested the measurement models with T1 need satisfaction (or alternatively T1 need frustration) as a composite latent factor by loading to them the corresponding 12 satisfaction and 12 frustration items. Accordingly, T1 autonomous motivation was identified by the six items of identified and intrinsic regulations and T1 controlled motivation by the seven items of introjected and external regulations. T2 academic buoyancy was identified by the four corresponding items while the standardized scores of students' final grades were used as an observed variable. We then tested the structural models, where the composite latent factor for need satisfaction (or frustration) predicted T1 autonomous (composite latent factor) and T1 controlled (composite latent factor)

motivation, which in sequence predicted T2 academic buoyancy, which predicted T3 grades. All hypothesized relations were tested by including gender, age, EPP and number of repeated classes as covariates. The significance of indirect effects in the models was examined by both the typical method of Lavaan and the bootstrap approach with 1000 replications.

Assessment of the model fit was based on multiple fit indices. Values at or above .90 and .95 are acceptable for the comparative fit index (CFI; Bentler, 1990; Kline, 2005). A non-significant chi-square reflects a good model fit, values of .08 or lower can be considered acceptable for the root mean square error of approximation (RMSEA; Byrne, 2001; Steiger, 1990). Values at or $< .05$ reflect good fit for the standardized root mean square residual (SRMR; Hu & Bentler, 1995) whereas the cut-off limit for SRMR could be .08 for adequate fit. The Satorra–Bentler (SB) scaling method (Satorra & Bentler, 1994) was used in conjunction with robust maximum likelihood (MLM) estimation that corrects for non-normality originated bias in the standard errors so that misfit in the model can be accurately captured.

CHAPTER 4: RESULTS

Introduction

This study aims to investigate the motivational factors that influence students' optimal functioning (e.g., persistence, achievement) in English preparatory programs. For this reason, two studies have been planned. Study 1 is a systematic review aiming to clarify the complexity of conceptualization and operationalization of motivational concepts in L2 learning and their relation to educational correlates. Study 2 is a prospective study aiming to better understand students' optimal functioning in the normative educational settings of EPP by considering academic buoyancy as the mediator between students' motivational experience and achievement in EPPs. The results of these two studies are presented in this chapter.

Study 1

Results of the conceptualization and operationalization of motivation

Each of the 30 articles of the sample was processed for in-depth review regarding the conceptualization and operationalization of motivation. The results of this elaborated examination are shared below. Specifically, depending on the theoretical orientation of the article it was judged whether the conceptualization and operationalization of motivation were according to the corresponding motivational theory.

Research based on Gardner's and Dörnyei's motivational theories and constructs
Asoodar et al. (2016), Bensoussan (2015), Chen and Brown (2012), Gardner and Yung (2017), Gürsoy and Kunt. (2019), Huang (2006), James (2012), Ro (2016), Ross and Stracke (2016), Subekti (2018), Woodrow (2006) were eleven articles

which used Gardner's (1985) integrative or instrumental motivation and/or various motivational constructs introduced by Dörnyei (2001; 2005; 2009), some of which are constructed upon Gardner's (1985) theory. Therefore, Gürsoy and Kunt (2009) and James (2012) focused on motivational concepts introduced by Gardner (1985), the former on the instrumental aspect of motivation and the latter on students' effort, desire and positive attitudes toward L2 learning (Gardner, Masgoret, Tennant & Mihic, 2004). Ross and Stracke (2016) and Subekti (2018) were two articles which mainly focused on L2MSS introduced by Dörnyei (2005; 2009). Gardner and Yung (2017) used both Gardner's (1985) integrative or instrumental motivation and Dörnyei's (2005; 2009) L2MSS. Huang (2006) and Asoodar et al. (2016) used Dörnyei's (1994b) learning situation level which is related to how students' level of motivation is fostered through situations (i.e., teaching methods or class materials). Bensoussan (2015), Chen and Brown (2012), Ro (2016) and Woodrow (2006) used Gardner's (1985) and/or Dörnyei's (2005, 2009) motivational theories or constructs as well as other motivational theories and/or constructs such as Weiner's (1979, 1985, 2000) attribution theory or SDT. These studies, therefore, are presented in the sections of the other theoretical frameworks.

Gürsoy and Kunt (2009) is one of the few studies that were conducted in English preparatory programs and aimed to explore students' acculturation process and how cultural and motivational factors influence the process. Motivation was conceptualized by four constructs: Gardner's (1985) integrative and instrumental motivation, and intrinsic and extrinsic motivations. Integrative motivation was defined as having positive attitudes toward the target language culture and a desire to become a part of the culture which is valued and admired. On the other hand,

instrumental motivation was not explicitly conceptualized whereas it was defined as fostering higher levels of L2 learning motivation. Therefore, although there is consistency between how integrative motivation is defined, a clear definition of instrumental motivation is not provided. Moreover, the conceptualization of intrinsic and extrinsic motivation is absent in this article.

In terms of the operationalization of the above-mentioned motivation constructs in the analysis of the qualitative data of the study, intrinsic motivation was indicated by students' interest in the English activities (the "activity itself is interesting"; Deci & Ryan, 2008) which is in accordance with the SDT perspective. On the other hand, students who learn English to escape from war (i.e., to avoid punishment) or students who learn English because it is needed for the department (i.e., to meet externally posed requirements) were reported as indications of students' extrinsic motivation. Therefore, the indicators of intrinsic and extrinsic motivation are consistent with SDT. Moreover, instrumental motivation was identified in students' long-term goals and objectives and integrative motivation in students' expressions of having positive experiences in the target culture (e.g., teacher, textbooks, weather) and being immersed in the local culture. Both operationalizations are in accordance with the Gardnerian motivational concepts.

In James' (2012) study, factors that influence motivation to transfer L2 learning from the EAP course to their other courses was explored. Specifically, it was investigated whether students make any effort (i.e., effort) or want (i.e., desire) to use what they have learned in classroom, or if they have a positive tendency (i.e., attitude) to use the learned language outside (i.e., L2 transfer motivation) by using Gardner's (1985)

perspective. L2 learning transfer was conceptualized as "learning in one context or with one set of materials impacts on performance in another context or with another set of materials" (Perkins & Salomon, 1994, p. 6452) in the study. Motivation was conceptualized using both frameworks: Gardner's (1985) Socio-Educational Model and WTC (MacIntyre et al., 1998). Three motivational factors were presented consistently with Gardner's model: effort, desire and positive attitudes towards L2 learning. WTC was conceptualized as the intention to speak up in an L2 environment when an opportunity is provided and the use of an L2 beyond the learning environment. WTC was also conceptualized as being influenced by self-confidence and desire to speak with a specific person, which are regarded as being closely linked to L2 transfer motivation. The definition and antecedents of WTC is only partially consistent with the WTC model in which it is not suggested that WTC is transferred beyond the learning context, but that it can actually be observed within this context.

Qualitative operationalization of motivation from Gardner's perspective was indicated by the effort to improve one's English, the desire to use previously learned or practiced content, and favorable attitudes (i.e., enjoyment) experienced in the framework of course content. This operationalization of motivation is consistent both with the conceptualization of motivation in the article and Gardner's model. WTC was not indicated by specific content, but it can be inferred within the operationalization of L2 transfer learning where WTC was reported as being influenced by factors (i.e., perceptions of competence and being required to use L2 skills) that also influence L2 transfer learning. It is concluded in the study that these two constructs are connected to each other although it cannot be argued whether WTC is measured partially consistent with the defined construct.

In Subekti's (2018) study, the relationship between learners' L2 Motivational Self System (L2MSS; Dörnyei, 2005, 2009) and achievement (i.e., level of proficiency) was investigated. Motivation was conceptualized through the three aspects of the L2MSS perspective: the ideal L2 self, the ought-to L2 self and the L2 learning experience. The ideal L2 self was defined as how people want to see themselves as language users. Ought-to L2 self was defined as people's beliefs about how they should be like and what kinds of properties they should possess. L2 learning experience was defined as "situation-specific motives in relation to immediate learning experiences and environments" (Dörnyei, 2005). All of these three constructs are in accordance with the L2MSS.

The quantitative operationalization of L2MSS was clearly presented in the study. Each component of L2MSS was measured by separate items. Specifically, ideal L2 self was identified as one's imaginary self like a native speaker of English while speaking English. This component was consistent with how it was defined in the theoretical framework of L2MSS. Ought-to L2 self was identified as learning English to show respect to people who think that learning English is important. Having seen that this component of L2MSS was defined as "the attributes that one believes one ought to possess" (Dörnyei, 2005, p.105), it can be argued that there is a consistency between how it was defined and measured. The same approach was observed regarding the last component of L2MSS. L2 learning experience was identified as being fond of the activities in English classes and explained clearly that such an experience is related to factors such as the teacher, the classroom and/or the classmate that affect students' motivation to learn L2. Therefore, in this study there is a clear conceptualization of motivation consistent with the theory and an

operationalization of motivation according to the defined concepts in the article and the theory.

Asoodar et al. (2016) investigated whether podcasting and blogging as tools used in online classes boost students' motivation. The learning environment was specifically given importance in this study based on Dörnyei's (1994b) previously introduced "learning situation level" which is related to situation-specific motives that include course-specific (i.e., syllabus), teacher-specific (i.e., teaching methods) and group-specific (i.e., learning tasks) motivational components. Therefore, the possible motivating influence of an instructional material (i.e., podcasts), as part of the group-specific motives, in other words, the activity and task type (Dörnyei, 2009), on learning in an online EAP class was investigated in this study consistently with the motivational framework suggested by Dörnyei (1994b).

Students' motivation in the online classes was measured by the Instructional Material Motivational Survey (Keller, 1983) based on a) how much attention students pay for the materials, or in general the teaching method b) to what extent the podcasting can be appropriate to motivate students for a graduation (i.e., relevance), c) how much confidence students have to follow the courses and to learn the language better and d) how much the students enjoy using podcasts in an online EAP class (i.e., interest). Therefore, in terms of the operationalization of motivation in this study, students' motivation to use podcasts was measured consistently with the clearly defined motivational framework (i.e., learning situation level; Dörnyei, 1994b) based on the four motivational constructs introduced by Crookes and Schmidt (1991).

In Ross and Stracke's (2016) qualitative study, apart from cognitive abilities which have been prioritized in second language acquisition (SLA) research (Scovel, 2001), affective variables, specifically "emotions", were discussed as having a key role in language learning (Dörnyei & Ryan, 2015) and were described as helping the learner to construct either an ideal or ought-to L2 self as part of L2MSS. Specifically, the ideal L2 self was conceptualized, in the study, as one's goals and desires as a language learner and has an instrumental orientation. The ought-to L2 self was conceptualized as features or capacities one believes he/she should have to satisfy external expectations. Therefore, it can be said that both ideal and ought-to L2 self were conceptualized in accordance with Dörnyei's notions.

Students' motivation to learn English was measured in interviews by their experience of learning English and emotions triggered during this process. In the analysis of the qualitative data, ideal L2 self was indicated by goals such as getting high grades or being praised by classmates. More specifically, it was discussed that the ideal L2 self, previously defined as the desire to reach goals, was an outcome of the internalization of praise from an external source. On the other hand, the ought-to L2 self was indicated by the strong motivation to speak well so as to feel good by the praise coming from family members even if they do not feel the same level of pride with the family. Therefore, both motivational concepts were operationalized consistently with L2MSS.

Gardner and Yung (2017), in their studies, investigated self-access language learning (SALL) and to what extent it is influenced by students' type of motivation by using the framework of Dörnyei's (2005, 2009) L2MSS. L2 learning motivation was

defined by the three concepts of the ideal self, the ought-to self and the L2 learning experience providing clear evidence about how L2MSS is different from and similar to Gardner's (1985) instrumental and integrative motivation. Accordingly, ideal L2 self was conceptualized as the desire to be the person one wants to become (e.g., produce the language like a native speaker) and as its being similar to integrativeness since both constructs are related to one's positive attitude to have a position in L2 speaker community. Also, it was defined as sharing a common aspect with instrumentality as ideal L2 self may also include reaching a desired state which is a pragmatic benefit. On the other hand, ought-to L2 self was conceptualized as being created by instrumentality as it is more extrinsic and could be a prevention-focused type of motivation (e.g., avoiding negative feedback). L2 learning experience was also conceptualized as being different from integrative and instrumental motivations in that it is process-oriented and dynamic changing within the environment and experience (e.g., the teacher). A comprehensive conceptualization of learning motivation consistent with the L2MSS model was schematically presented to show where SALL stands and how and to what extent it can be related to L2MSS.

L2 motivation was operationalized by assessing through an online survey and one-to-one interviews students' motive to learn English and the ways they motivate themselves to learn English in SALL. Specifically, instrumental motivation was characterized as the desire to be successful in career life, to have high course grades at school and to do better in other courses. Integrative motivation was characterized as interest and entertainment-driven from learning L2 and the desire to speak like a native English speaker. The ideal L2 self was measured by pursuing a high level of interest in English, feeling successful while being good at English, trying to be

perfect in English and following a role model of native English speakers. The ought-to L2 self was characterized as the force that pushes one to learn English, the fulfillment of course requirements and social expectations and also as the avoidance from making mistakes. L2 learning experience was measured by students' perceptions of SALL such as its potential to provide autonomy, the inspiration and interest it arises in students and the mediator (i.e., teacher) providing and guiding SALL. Therefore, it can be argued that each motivational concept was defined and measured consistently with the theory.

Huang (2006) investigated the factors that motivate students to take part in EAP reading activities that are lengthy and challenging to cope with. Dörnyei's (1990, 1994b) learning situation level (i.e., learner-specific, language-specific and course-specific motives), which is the basis of "L2 learning experience" of L2MSS (Dörnyei, 2005; 2009) was used to define students' willingness to read. Relying on multiple studies, motivation was defined as being dynamic and situation-specific. It was also defined as a sequential process starting from goals and intentions, going on with one's actions and accomplishments and ending up with an evaluation. Moreover, motivational influences were defined as motivational forces that urge one to continue the process. We can see that there are motivational constructs and definitions that can also be observed in Dörnyei's learning situation level and L2 learning experience (i.e., the dynamic nature of motivation). However, there is not a clear conceptualization of what is being explored specifically what motivation is.

In terms of operationalization of motivation, apart from social and personal dimensions, situational factors as part of the educational dimension of the framework

of Dörnyei (1990, 1994b) were measured to see how they contribute to student motivation to read. Specifically, EFL teacher facilitation (i.e., availability of the teacher), reading requirements (i.e., being required to participate in class discussions), and text facilitation (i.e., seeing clear graphs) were three factors that characterized situation-specific motives that help students to be more willing to read. Whether students were willing to read under these specific circumstances or not was measured. It can, therefore, be said that the operationalization of motivation is consistent with the learning situation level defined by Dörnyei (1994b).

Conclusion. In most of the studies reported above, Dörnyei's (2005, 2009) L2MSS is clearly and accurately defined, although not all the studies use all the three components of the framework. Specifically, only the ideal L2 self and ought-to L2 self components are prioritized and conceptualized in Ross and Stracke's (2016) study. The last component, L2 learning experience, is explored together with the first two components in two studies (see Gardner &Yung, 2017; Subekti, 2008). Looking at these studies, we can see that these components are conceptualized in accordance with L2MSS. Ideal L2 self, for example, is defined as how people want to see themselves as language users or the desire to be the person one wants to become. Ought-to L2 self, on the other hand, is identified as more extrinsic and related to the features or capacities one believes he/she should have to satisfy external expectations. L2 learning experience is also defined as being process-oriented and dynamic or as situation-specific related to learning experiences and environments (Dörnyei, 2005). The learning situation level (Dörnyei, 1990, 1994b), which forms the basis of L2 learning experience, is also used in some studies. Specifically, Asoodar et al. (2016) conceptualized motivation as instigated by situation-specific

motives that include the course, the teacher and group-specific motivational components, which corresponds to the defined construct. On the other hand, in Huang's (2006) study learning situation level is defined as dynamic and situation-specific, which can be seen in Dörnyei's definition; however, it is also described as a process starting from goals and ending up with evaluation, which does not exist in the definition of this construct. Gardner's (1985) Socio-educational Model and integrative/instrumental aspects of motivation are also used in some studies. James (2012) clearly defines *effort* as making an effort to use the language, *desire* as wanting to use the language and *attitude* as having a positive tendency to use the language. Gürsoy and Kunt (2019) uses instrumental and integrative motivations in their study in which integrative motivation is defined explicitly and in consistence with the theory as having positive attitudes toward the target language culture, and as the desire to become a part of the culture which is valued and admired whereas instrumental motivation is not conceptualized at all.

Overall, it can be observed that the abovementioned motivational constructs are defined clearly and accurately on their own. That is, as single cases, most of these constructs are conceptualized consistently with the defined theories or motivational frameworks. However, it should be mentioned that the interrelation and the common aspects between Gardner's and Dörnyei's definition of motivation are ignored and not clearly presented in most of the articles. We can see that there is a parallelism in terms of L2 motivation which is instrumentality from Gardner's perspective. Both ought-to L2 self in Ross and Stracke's (2016) study and "expected impact of transfer" in James' (2012) study as well as the instrumental motive observed in Gürsoy and Kunt's (2019) study share common aspects. This is understandable

considering the requirements of EPPs and EAP courses and that L2 learners in higher education mostly expect to benefit from the outcomes of L2 learning. However, there are only a couple of studies (see Gardner & Yung, 2017; Subekti, 2018) that discuss with clear evidence why Dörnyei debated that Gardner's integrative and instrumental motivations are definite but not dynamic and that there is a strong relation between instrumentality and ought-to L2 self versus integrativeness and ideal L2 self.

In terms of operationalization, all three components of L2MSS are measured in accordance with the defined motivational framework. Gardner's (1985) integrative and instrumental motivations are also measured by relevant factors. Therefore, it seems that there is an overall consistency between the conceptualization and operationalization of Gardner's and Dörnyei's motivational concepts. However, the similarity between how Dörneyi's and Gardner's understanding of motivation are measured is worthwhile to be mentioned. For example, the ideal L2 self has been measured through learners' interest in English in Gardner and Yung's (2017) study. Similarly, integrative motivation has been identified in students' expressions that show positive experiences in the target culture in Gürsoy and Kunt's (2019) study. Moreover, the instrumental aspect of ought-to L2 self, although clarified in a few studies, is mostly ignored and the two constructs have been measured independently without showing their interrelation explicitly, as if they are two separate notions.

Willingness to communicate (WTC)-oriented research

Ahmadi (2017), Cao (2013), Cao (2014), Gallagher and Robins (2015), Gallagher (2019) and Heidari et al. (2017) were six articles that used WTC as a theoretical framework in their research. Gallagher and Robins (2015) and Gallagher (2019) focused on social network analysis (e.g., social interactions) as well as a range of

social, psychological, communicative and linguistic variables that may affect WTC proposed within the pyramid model of MacIntryre et al. (1998).

Gallagher and Robins (2015) explored how different situational environments such as one-to-one L2 use versus speaking up within large groups affect students' WTC in the second language. Furthermore, they investigated the network self-organizing principles that exist between intracultural and cross-cultural social ties. To clarify, they explored how students' L2 WTC is associated with different cultural backgrounds they have. WTC was defined as readiness to enter into L2 use (MacIntryre et al., 1998) under the condition that they are given the opportunity. In consistent with the definition of WTC, it was described in this article that WTC is situational and dynamic rather than stable and trait-like variable. Therefore, this dynamic nature of WTC within various social network ties and different situational contexts was tried to be clarified.

In terms of operationalization of motivation to speak up, L2 WTC was measured through an adapted version of the original WTC scale (McCroskey, 1992) and characterized as the percentage of time learners would choose to initiate communication in L2 English in various social situations such as small versus large groups and amount of time learners prefer to spend for communication in L2. Therefore, it can be argued that, in this study, L2 WTC was measured in consistence with the conceptualization of WTC and with the defined framework.

Expanding on their study (Gallagher & Robins, 2015), which was an exploration of the network structure of educational cohorts that students belong to and of WTC's

association with dyadic (one-to-one) network ties, Gallagher (2019) also investigated in his study whether network positions (e.g., reciprocity and brokerage) predict WTC by building upon the existing L2 WTC framework and exploring more complex network-based communication processes. Specifically, how social network ties (e.g., interaction patterns) as well as cognitive, affective and motivational variables might affect learners' willingness to communicate was explored. Motivation was defined in this study as readiness to speak up that may fluctuate in line with dynamic psychological states and situational changes. This conceptualization can be said to be consistent with the defined framework.

To measure L2 WTC, students were again asked to indicate the percentage of time they chose to initiate communication in L2 English in different social situations (i.e., "Talk in a small group of strangers", McCroskey, 1992; McCroskey & Richmond, 1987) which was a proper operationalization of the defined theoretical concept.

Cao (2013) and Cao (2014) were two case studies, the former an in-depth qualitative analysis of a single case (as well as multiple cases) and the latter a multiple case study, exploring the dynamic and situated nature of willingness to communicate in L2 classrooms. Specifically, Cao (2013) in his longitudinal study investigated the systematic change in situational WTC whereas in his other study (Cao, 2014) it was investigated to what extent individual (e.g., personality, language background) and contextual factors (e.g., group size, task type) affect WTC in L2 classrooms. The WTC construct was defined in both these studies as fluctuating rather than being stable and the importance was given to the actual communication rather than the learner's trait dispositions that do not change from one context to another. Therefore,

WTC was defined consistently with the theory as "a situational variable" (i.e., intergroup motivation) and as "a readiness to enter into discourse at a particular time with a specific person or persons, using L2" (MacIntyre et al., 1998, p. 547). Likewise, WTC was measured through classroom observations, interviews and journal entries as the level of "readiness to enter into a discourse" (WTC) within a changing context (i.e., L2 classroom), as well as the degree to which learners volunteer or share answers, ask questions to the teacher, present opinions and talk to a group member, that is consistent with the conceptualization of WTC as a motivational construct.

Heidari et al. (2017) also introduced WTC with all its dimensions as they are observed in both L1 and L2. Their aim was to explore the possible relationship between students' learning style, teacher's communication behavior and students' willingness to communicate. WTC was conceptualized as being ready to take part in various types of communication with a person or people speaking in L2. It was also defined as situational, open to change and can be influenced by several social and communicative variables. Therefore, it can be said that there was a clear consistency between how WTC was conceptualized in this study and the pyramid model of L2 WTC variables (MacIntyre et al., 1998).

In terms of operationalization, students' perception of their WTC in several situations was measured by WTC scale (adapted from Cao & Philp, 2006; Weaver, 2005; Xie, 2011). Specifically, students indicated the percentage of time they would choose to communicate in types of situations (e.g., "Sing a song in English"). It can

be said for this study, therefore, that there is consistency between the conceptualization and operationalization of L2 WTC in the EAP context.

Ahmadi's (2017) study was an in-depth qualitative research. In this study, Ahmadi (2017) investigated the dialogic aspects of discourse (e.g., variety of interaction) in EAP classrooms and how established ground rules provided by the teacher could influence creating dialogic mode. Although the teacher facilitation and dialogic discourse were very clearly defined in the introduction of the study, WTC construct was only defined in the discussion as a "dynamic situational" concept that is influenced by environmental (i.e., teachers' role), individual and linguistic factors. Therefore, how teacher ground rules, teaching style or more specifically a facilitative teacher move could encourage student's participation in English classes was presented to belong to the "environmental" aspect of WTC construct. In classroom video recordings and interviews, students' voluntary participation in discussions in L2 and taking turns frequently and for long time were found to be signs of willingness to communicate, which was considered as an outcome of facilitating environmental factors. Unlike other studies, an explicit conceptualization of motivation is not found in this study; however, there are observed indicators of WTC such as voluntary participation, turn taking or raising hands to speak which are consistent with the defined WTC construct. In terms of operationalization, therefore, WTC was measured in accordance with the defined construct.

Conclusion. In all of the studies reported above, WTC is clearly and accurately defined according to the pyramid model of L2 WTC variables (MacIntyre et al., 1998). Specifically, the situational and dynamic nature of L2 WTC is explored

in these studies rather than the previously defined trait like WTC construct. WTC is defined as readiness to enter into L2 use, voluntary participation and taking turns frequently. Moreover, it is investigated by these studies if and to what extent WTC fluctuates within different social network ties (Gallagher & Robins, 2015; Gallagher, 2019), through individual and contextual factors (Cao, 2013, 2014), through students' learning style and teacher's behavior (Heidari et al., 2017), and through dialogic discourses (Ahmadi, 2017). Therefore, the common focus of these studies is the renewed understanding of WTC as dynamic, changeable and open to alter, which is again in consistent with the defined construct.

The operationalization of WTC is clear and consistent with the theoretical framework in the relevant studies that explicitly justify how it is measured. Specifically, WTC is measured through learners' willingness to start speaking (Gallagher, 2019; Gallagher & Robins, 2015; Heidari et al., 2017), through an adapted version of the original WTC scale (McCroskey, 1992) and through a WTC scale derived from previous studies (i.e., Cao & Philp, 2006; Weaver, 2005; Xie, 2011) whereas in some studies a qualitative approach is followed and WTC is measured by voluntariness to speak up, ask questions or share ideas (Cao, 2013, 2014) through interviews or in class observations. Despite the consistence with the theory, operationalization of WTC, similar to the problem encountered in the operationalization of motivation in the framework of SDT, in some of the studies no reliable and valid instruments are used. Instead, the authors use questionnaires constructed by them or interview questions. However, even in those cases, WTC is measured in accordance with the defined construct.

Self-determination theory-oriented research

In most of the studies that used SDT as the theoretical framework for L2 motivation, other theoretical frameworks were also adopted (i.e., either L2MSS or Gardner's approach). Five articles belong to this category: Abrar-ul-Hassan (2014), Bensoussan (2015), Chen and Brown (2012), Lee and Lee (2018) and Lin, Thang, Jaafar, and Zabidi (2013). Moreover, there are three articles that are also presented in this section. They do not make any direct reference to SDT but they use the framework of intrinsic and extrinsic motivation, which is mostly defined by SDT. These articles are the following: Komiyama (2013), McLaughlin and Durrant (2017) and Wiesen (2001).

Chen and Brown (2012) is a qualitative study aiming to investigate the possible impact of having an authentic audience during a task-based and computer-mediated environment on students' motivation, framed by SDT (Deci & Ryan, 2000) and a synthesis of motivational constructs coming from the L2MSS (Dörnyei, 2005) in learning English as a second language. In this article, rather than providing a clear conceptualization of motivation, only some related aspects of these two theories were presented especially as it concerns SDT. Specifically, motivation from SDT perspective was described as being related to the need for competence, autonomy and relatedness, which can be achieved by computer use within a computer-mediated environment. Motivation from Dörnyei's (2005) synthesized theoretical approach of L2MSS, on the other hand, was defined as being consisted of three components; the ideal L2 self, the ought-to L2 self and L2 learning experience.

Analysis of the qualitative data showed that students' motivation was characterized by their desire to be involved in a "friendly" competition with their peers, by students' achievement goals that are "ideal" to them or by an obligation to imitate the work of their peers, by a sense of effectiveness as well as by students' concentration on the task that prevented them from distractions. Although some aspects of L2MSS (i.e., ideal vs. ought to L2 self) can be observed (e.g., students' feelings that they need to imitate how their peers do a task is linked to ideal L2 self), by a closer look at these results this all-inclusive operationalization of motivation is not consistent with how SDT defines motivation (i.e., intrinsic or extrinsic and autonomous or controlled).

Bensoussan (2015) intended to investigate the connection between students' motivation and their attitudes towards university studies and L2 learning. Motivation was defined as intrinsic or extrinsic using the SDT framework (Deci & Ryan, 1985) and as integrative or instrumental using Gardner's model (2007). Specifically, intrinsic motivation was defined as coming from within the individual, being related to an individual's identity and providing feelings of well-being and satisfaction. Students were also expected to perceive intrinsically motivating tasks as interesting. The suggested definition of intrinsic motivation in the article refers mostly to where it is generated from and how it contributes to the self (i.e., well-being) rather than to the core definition of intrinsic motivation in SDT as the behavior being instigated by the inherent to the activity interest, enjoyment and pleasure. From the perspective of Gardner's approach of motivation, integrative motivation was defined in the study as "the interest in the target language and culture" or students' enjoyment of having the chance to see different cultures, while instrumental motivation was defined as

"pragmatic benefits and usefulness of L2 proficiency" or students' perception that English is necessary for the "outside world". Both of these motivational constructs (i.e., integrative and instrumental motivation) are conceptualized in accordance with the theory itself.

The operationalization of motivation was held by two factors: students' feelings about university studies in general and attitudes about learning and using English. The first factor (i.e., feelings) was measured through a set of conceptually different constructs such as students' enjoyment of their university studies, how easy or difficult they find their studies, and whether they feel anxious or unsure while taking an exam. The second factor (i.e., attitudes) was measured by asking students to report the degree to which students (i) feel anxious or insecure while learning English, (ii) find English difficult, useless, powerless, providing low status or ugly, as well as (iii) feel tense or stupid while using English. In these two factors, various constructs were included some of which are indicators of autonomous motivation or instrumental and integrative motivation. For example, through student responses intrinsic motivation can somehow be observed by reporting "I enjoy my studies", instrumental motivation by reporting "English provides me a high status" or integrative motivation by reporting "English is beautiful". However, feelings of tension or anxiety are not indicators of intrinsic motivation or instrumental (or integrative) motivation but correlates of them and, therefore, the affective components of motivation. Therefore, it can be said that the redundancy in operationalization is partially consistent with how motivation is defined by SDT or Gardner's approach.

In Lee and Lee's (2018) article, the relation between students' efficacy beliefs and intrinsic or instrumental motivation as well as the influence of their interaction on learning strategies while learning English in an English-medium instruction university was examined. Intrinsic motivation was defined as the internally driven desire to learn out of a personal interest, a definition which is in accordance to SDT. Instrumental motivation was defined as "sense of usefulness in learning", which also is a definition consistent with Gardner's approach.

Motivation was measured through students' sense of autonomy, competence and relatedness in their English class introduced in the article as three subcomponents of intrinsic motivation. Although these are concepts that, according to SDT, are related to motivation, they are not considered as components of intrinsic motivation. Therefore, the operationalization of intrinsic motivation is not consistent with SDT. Moreover, although instrumental motivation was conceptualized consistently with Gardner's approach, how it is measured was not explained in this article.

Abrar-ul-Hassan (2014) explored motivation both in terms of the type and in terms of the degree. Motivation types included intrinsic or extrinsic motivation from SDT perspective and motivation degrees were classified as high, medium or low. Intrinsic motivation was defined as the motivation coming from the satisfaction and pleasure accompanying an activity and extrinsic motivation was defined as performing behaviors to reach an instrumental end. More specifically, to reflect the dichotomy between intrinsic and extrinsic motivation in L2 context, specified definitions were provided: extrinsic motivation was described as "a lack of self-determination in the behaviors performed" (Noels et al., 1999) and intrinsic motivation as learners' self-

satisfaction in materials that have intriguing features. Although intrinsic motivation was conceptualized very clearly in this study and according to the selected theoretical framework (i.e., SDT), extrinsic motivation, being labeled as "a lack of self-determination", is not totally in accordance with the theory. According to SDT, there are types of extrinsic motivation under which the performed behaviors are not self-determined, but there are also performed behaviors that are self-determined. Identified regulation, for example, is a more self-determined form of extrinsic motivation. To exemplify, a learning goal may be valued "by the student" with identified regulation thinking that it is relevant for learning and it is needed. In such a case, student's motivation is self-determined rather than determined by others.

Looking at the operationalization of motivation in the questionnaire used in this article, we can see that intrinsic motivation was measured through students' reports of likes, excitement, feeling of success and satisfaction, feeling confident, needs, attitudes and talents towards learning English. Some of these constructs are indicators of intrinsic motivation; however, talents and feeling of success, for instance, are not components of intrinsic motivation according to SDT. On the other hand, extrinsic motivation was operationalized as learning English for professional improvement, to speak well in English, to travel, to get a job, to reach high positions in a job, to learn about different cultures and to reach necessary information. It can be clearly seen that getting a high position in a job is an external drive for one to learn a language, whereas reaching something necessary for learning English is a more autonomous form of extrinsic motivation. However, although the study aimed to examine the types and levels of motivation, we cannot see the differentiated types of extrinsic motivation suggested by SDT to have been measured, whereas intrinsic

motivation was measured as the amalgam of intrinsic (e.g., excitement) and extrinsic (e.g., feeling of success) motives inconsistently with SDT.

Lin et al. (2013) investigated to what extent students' perceptions of a digital story telling project in an EAP course affect their learning experiences in terms of their motivation, development of soft skills, language skills and autonomy in learning. Lin also examines whether any difference in these learning experiences can be found as a function of students' proficiency level, gender, ethnicity and hometown origin. Motivation was not explicitly defined in this study whereas student autonomy was defined with clear definitions and examples. To specify, autonomy was defined as choosing by one's self and sharing the reason of a choice, taking charge of one's own learning, being able to take control over one's learning, having the capacity for detachment, critical reflection, decision making, and independent action. In practice and as part of the digital storytelling project, the students were given chance to choose a story of their own interest, to collect the materials from a variety of sources to form the story and to comment on each other's work. Looking at this evidence, we can see that "autonomy" was conceptualized and operationalized according to the SDT construct of "need for autonomy", which corresponds to the experience of a sense of volition. However, motivation was not defined explicitly and consistently with the SDT as we do not know under what circumstances we can say students are motivated by looking at the theoretical framework of this study.

In terms of the operationalization of motivation, questionnaire items constructed by the authors seem to have been used to measure students' perceptions of their own motivation and autonomy in learning as well as other learning experiences in the

process of the digital story telling project. However, examples of the used items were not given in the article to check whether motivation or autonomy was measured according to SDT. By looking at the results of the study, we can infer that motivation was measured as students' positive attitude toward the project, and finding it beneficial and helpful, which is not consistent with how "autonomy" was defined in this study and SDT or motivation is defined in SDT.

Komiyama (2013) examined the factorial validity of a questionnaire assessing L2 reading motivation. The instrument was based on Wang and Guthrie's (2004) eight-dimensional L1 reading motivation, which, according to Komiyama (2013), correspond to the intrinsic and extrinsic motivation as they have been defined in SDT. Specifically, curiosity (i.e., desire to learn about a particular topic of interest), involvement (i.e., pleasure gained from reading) and preference for challenge (i.e., satisfaction from mastering or assimilating complex ideas in text) were three constructs from Wang and Guthrie's (2004) framework that were closely associated with intrinsic motivation. On the other hand, competition, compliance, grades, recognition and social sharing were the constructs from Wang and Guthrie (2004) that, according to Komiyama (2013), are referring to extrinsic motivation. Competition was defined as a desire to do better than others in reading, compliance as a desire to read for an external outcome, recognition as the pleasure from being recognized for success, social sharing as being satisfied from sharing meaning with peers and grades as the desire to get good grades, most of which are closely linked to extrinsic motivation that occurs to attain external outcomes. However, social sharing is a more internalized type of extrinsic motivation (i.e., integrated) as satisfaction of sharing cannot be regarded as an external outcome such as reaching rewards.

Therefore, the conceptualization of intrinsic and extrinsic motivation, although it was paired with concepts from Wang and Guthrie (2004), is consistent with the SDT. Moreover, as the questionnaire that was constructed to assess L2 reading motivation was based on this conceptualization, the operationalization of intrinsic and extrinsic motivation was also consistent with SDT.

Specifically, the questionnaire yielded five subscales: one intrinsically oriented and four extrinsically oriented. An application of the instrument to 2018 English learners showed that students with intrinsic motivation read to reach enjoyment and engage in L2 reading willingly compared to students with extrinsic motivation who read to get higher grades, to be recognized by their peers or to fulfill an obligation. With a closer look at this five-subscale instrument we can see that the four subscales that belong to extrinsic motivation are closely associated with the four stages of extrinsic motivation described by SDT starting from the least (i.e., external regulation) and moving to most internalized behavioral regulation (i.e., integrated regulation). Therefore, the final operationalization of intrinsic and extrinsic motivation is consistent with both how it is defined in this study and SDT.

McLaughin and Durrant (2017) examined deep versus surface learning approach in EAP context as well as the other possible learning motivations and strategies. It was also examined whether Emirati students have a clear tendency towards any of these approaches and whether deep learning approach is a more appropriate model considering the context. The authors defined the surface learning approach as the need to perform to reach external outcomes, such as grades, reach those external outcomes with little effort and to adopt ways to reach short-term production or

outcome. On the other hand, deep learning approach was defined as one's "desire to actualize interest and competence" in particular academic subjects and to develop strategies to be proficient. Moreover, students with deep learning approach were defined to be intrinsically motivated. In this study, it is remarkable that the deep-surface dichotomy was characterized as intrinsic and extrinsic motivation, respectively, as suggested by the SDT, although it was not explicitly stated that students with surface learning approach are extrinsically motivated. Despite that, by looking at the implication of extrinsic motivation (i.e., surface learning approach) it can be stated that, it was defined consistently with the SDT; however, intrinsic motivation was not characterized as one's doing the activity because it is inherently pleasant and interesting, which shows that there is an inconsistency between how intrinsic motivation is defined in this article and how it is defined by the SDT.

In terms of the operationalization of motivation, deep and surface learning approach items were analyzed and shaped by four factors. Accordingly, deep learning approach was measured by students' content mastery and satisfaction in learning. Surface learning approach was measured by students' tendency to avoid learning and hesitation of involvement in any content that is not included in the examinations. More specifically, deep learning was measured by items referring to feelings of deep satisfaction towards studying, feeling interested in a topic once one gets into it, finding new topics interesting and the desire to learn more, finding academic work as exciting as other fun activities like watching a movie, working hard because of finding the materials interesting and desiring to learn more if the activity is interesting. On the other hand, surface learning was measured by items referring to passing the course with little work, putting effort just for the in-class or outlined

studies, automatized and memorized learning and learning to pass the exams. As it can be seen, deep versus surface learning approach was measured by various constructs some of which there are related to intrinsic (e.g., feeling interested in a topic once one gets into it) and extrinsic (e.g., learn to pass the exam) motivation, while others are not. The complex nature, therefore, of this operationalization of intrinsic versus extrinsic motivation is not in accordance with the SDT.

The aim of Wiesen's (2001) study was to examine whether following a content-based learning approach by using authentic materials would increase students' motivation and field knowledge. Initially, learner motivation was defined as maintaining learners' choice, engagement and persistence as well as enjoyment. Learner motivation was considered to be highly correlated with intrinsic motivation and learning strategies. Interestingly, intrinsic motivation was not defined, while authentic materials were described as materials that are interesting for the students. On the other hand, extrinsic motivation was defined more explicitly as failure avoidance or desire to attain external outcomes such as high grades, which, to some extent, is consistent with the definition of the SDT.

In terms of the operationalization of motivation, Wiesen (2001) states that he observed "many" students and concludes that students "liked" the EAP materials that were closely related to their specific field content (e.g., psychology). However, there is a lack of information about the method of the study that hinders us to decide whether the operationalization of motivation is consistent to the provided definitions or SDT.

Conclusion. In most of the studies reported above, intrinsic and extrinsic motivation are not clearly and accurately defined according to SDT. Specifically, intrinsic motivation has been described as being related to individual's identity and providing feelings of well-being and satisfaction (Bensoussan, 2015) or the internally driven desire to learn out of a personal interest (Lee and Lee, 2018) or as a deep learning approach (McLaughin and Durrant, 2017). On the other hand, extrinsic motivation has been conceptualized as a lack of self-determination in the performed actions (Abrar-ul-Hassan, 2014), competition, compliance, desire for high grades, seek of recognition and social sharing (Komiyama, 2013). It is worthy also to note that the separate forms of extrinsic motivation suggested by SDT (i.e., external, introjected, identified and integrated regulations) have not been considered by any of the studies that investigated motivation in EAP context. Accordingly, in none of the studies of motivation in EAP, motivation was differentiated to autonomous or controlled according to the degree that learners' behavior is self-determined.

Likewise, the operationalization of motivation in these studies is mostly problematic as it is either inconsistent with how L2 motivation is defined in the article and by SDT (see Chen & Brown, 2012; Lee & Lee, 2018; Lin et al. (2013); McLaughlin & Durrant, 2017) or partially consistent (see Abrar-ul-Hassan, 2014; Bensoussan, 2015). More importantly, in some other studies, there is not even sufficient information about how L2 motivation was measured (see Wiesen, 2001); therefore, only inferences can be made through the inspection of student responses, results of the study or the discussion parts. It is noteworthy also to mention that in some of the studies, the authors constructed the used questionnaires or interview questions without relying on widely used reliable and valid instruments. Probably this could be

one of the reasons that the operationalization of L2 motivation in the framework of SDT was problematic.

Attribution theory

Chang, Windsor and Helwig (2017), Paker and Özkardes-Dögüs (2017) and Demir (2017) were among the articles reached for this systematic review focusing on attribution theory (Weiner, 1985, 2000).

Chang et al., (2017) investigated students' internal and external attributions and how they fluctuate while studying in the EAP program. Attribution theory was well conceptualized according to the three dimensions of causality: stability, locus and controllability. Stability was defined as the degree of changes in the perceived cause of previous success and learning behavior. Locus was defined as being internal or external; in other words, as attributing success or failure to internal or external factors. Controllability was defined as individual's perception of un/controlling previous success or failure. More specifically, students' attribution of failure to stable, internal and uncontrollable factors was shown as maladaptive and potentially detrimental on future success and goals which is consistent with the Weiner's (2000) theory.

In terms of operationalization, a self-report instrument (based on Language Achievement Attribution Scale (LAAS); Hsieh, 2004) was used to measure student's attributions for success and failure in a retrospective manner. Ability, effort, task difficulty, mood, luck and teacher influence were six attributions that students ranked in terms of their importance. The Revised Causal Dimension Scale (CDSII;

McAuley, Duncan & Russell, 1992) was also used and attributions were characterized by four factors. Specifically, locus of causality was measured through the degree to which success is related to the situation (e.g., task difficulty) or related to oneself (e.g., ability). Stability was measured through the degree to which success or failure was perceived as being temporary or permanent, whereas external control was measured through the degree to which success or failure was controlled by external factors (e.g., teacher) and personal control was measured through the degree to which internal factors of success or failure were perceived as being uncontrollable (e.g., luck and ability) or controllable (e.g., effort and mood). It can be seen that there is consistency between the theory and how attributions are operationalized in this study.

Paker and Özkardeş-Döğüş (2017) is one of the few studies that were held in EPP context. Motivation, in this study, was conceptualized by using attribution theory. It was examined to what factors preparatory class EFL learners attribute their success or failure in learning English and whether there is a significant relationship between achievement attributions and their language proficiency level. Success and failure attributions were framed by the three components of the theory: locus of causality, stability and control. Specifically, in terms of locus of causality, ability or lack of ability was considered as being internal factors of success or failure while being lucky or unlucky was considered as being external factors. Stability was defined as consistency or alterability of the perceived causes of success or failure. Controllability was defined as the amount of control individuals have over the outcome of an activity. Moreover, in each component, different combinations of attributions (i.e., stable, uncontrollable, external) were defined and examined.

Therefore, in this study we can see a clear conceptualization of the motivational constructs of attributions consistent with the theory.

In terms of operationalization, attributions of success and failure were measured by items constructed by the researchers for each single component. External and uncontrollable causes of success were measured by having a successful teacher and by getting help from teachers and friends. Internal and uncontrollable causes of success were measured by having self-confidence, enjoying learning English and being interested in achieving high-level of proficiency in English. Stability and unstability of the cause of success was measured through students' perceptions of having ability or having a successful teacher (both stable), and getting help from teachers and friends (unstable), respectively. On the other hand, internal and controllable attributions of failure were measured by not having enough vocabulary knowledge and not studying enough. Internal and uncontrollable attributions of failure were measured by anxiety about failure. External and uncontrollable causes of failure were measured by exam difficulty, being unlucky, not having a successful teacher and the belief that one year preparatory class education is not enough to learn English. Stability or unstability of causes of failure was measured through students' perceptions of not having enough vocabulary (unstable) and exam difficulty (stable). The clear and systematic representation of attribution theory shows that there is a clear consistency between how attributions are operationalized in this study and Weiner's (1985; 2000) theoretical framework.

Demir (2017) was another study that was held in EPP context and that focused on attribution theory. The main purpose of the study was to point out the attributions

exhibited by learners for their success and failure in speaking English. Attributions were defined as causal justifications and explanations individuals determine for the actions around them. The classification of causal attributions were also defined: locus of causality was classified to external and internal causes of success or failure, stability was defined as possible changes in the causes of success and failure over time and controllability was defined as the degree to which individuals have control over the cause of success or failure. Therefore, the conceptualization of motivation was in consistency with the theoretical framework.

The second version of Causal Dimensions Scale developed by McAuley et al. (1992) was adapted to Turkish and used to measure students' motivation with a quantitative approach. Locus of causality, stability, external control and personal control were four components to identify students' attributions of their success and failure. Specifically, doing practice, exposure to language, determination of success, interest in the language, previous learning experiences, having self-confidence, personal focus on fluency, teacher effectiveness, ability of self-expression, having enough vocabulary knowledge and environment were the attributions of success in speaking English that students rated. On the other hand, personal lack of study or vocabulary knowledge, ineffectiveness of the learning environment, lack of self-confidence, having anxiety, previous negative learning experiences, lack of interest and/or exposure, education system and curriculum were the attributions of failure in speaking English that students rated. Among these factors, doing practice, exposure to language, determination of success, interest in the language were described as "mainly internal and controllable" and ineffectiveness of the learning environment as "external control". Unlike the previous two reported studies, Demir (2017) do not

provide a clear description of which item measured which component of attribution theory. We can see that the factors used to measure success and failure attributions are consistent with the theory; however, there is not enough evidence to say that each single dimension of the theory is operationalized in line with Weiner's theory.

Conclusion. In all of the three studies above, attributions of success and failure are conceptualized according to the attribution theory. Locus of causality of success or failure is defined as being internal versus external, stability is defined as the degree of changes in the perceived cause of success and failure and controllability as whether the cause of success and failure can be controlled by the individual or not. Regarding the operationalization of the motivational construct of attributions, although there is no specific inconsistency between how each of the three dimensions are measured and defined, in Demir (2017) attributions have been measured by a mixture of items, which are not classified to the specific components of attributions (i.e., locus of causality, stability and controllability). As a final comment, it is deemed important to mention that in Paker and Özkardeş-Döğüş (2017) a questionnaire constructed by the authors was used to assess the components of attributions instead of choosing a widely used and probably valid instrument. This approach of constructing instruments that have not been tested before is also observed in the studies that used SDT and WTC as frameworks of English learners' motivation.

Achievement goal theory

Macayan, Quinto, Otsuka and Cueto (2018) and Woodrow (2006) were two articles which used Achievement Goal Theory (Ames, 1992; Dweck & Leggett, 1988; Elliot,

2005; Middleton & Midgley, 1997; Nicholls, 1984) as a framework to study English learners' motivation. In Woodrow' (2006) study, Gardner's (1985) integrative and instrumental motivation is also examined.

Macayan et al. (2018) examined the effects of learners' goal orientations in L2 learning on their writing and speaking performances in an EAP course by relying on Pintrich's (2000) revised achievement goal theory. Mastery and performance goal orientations as two specific components of the theory were defined as being associated with extrinsic (performance) and intrinsic (mastery) motivation. Specifically, mastery orientation was defined as being adaptive in terms of focusing on the development of competence and understanding, achieving better abilities and to doing better than previously, as well as in terms of appreciating what is learned. On the other hand, performance orientation was defined as being maladaptive and as one's desire to outperform others and wanting to be liked by others. Moreover, multiple goal orientation was defined based on Pintrich's (2000) suggestion that mastery and performance orientations can be coupled and observed together in one's goal approach. Therefore, it can be said that how motivation is defined using achievement goal theory is in line with the defined constructs in the theory itself.

The operationalization of mastery and performance goal orientations was held with a mixed method approach. As part of the quantitative method, the researchers developed the Goal Orientation in a L2 Scale (GOALS) and measured goal orientations by providing students with L2 learning-related situations. For example, to measure goal orientations students were asked to choose performance, mastery or multiple goal orientation that describe them best when they are preparing for an oral

presentation or while writing tasks. Moreover, as part of qualitative method, mastery goal orientation was identified by keeping on reviewing notes, working hard and trying to word hard whereas performance goal orientation was identified by looking into the work of others, comparing oneself with others and doing whatever it takes to get a high score or to pass the course. Therefore, the operationalization of goal orientations is consistent with how they are defined in the study and in Pintrich's (2000) approach.

In Woodrow's (2006) study it was investigated whether the hypothesized model of adaptive learning that compromised affect, motivation and language learning strategies can be applied to language learning (i.e., oral performance in English). Motivation was defined by task goal orientation, performance approach orientation and performance avoid orientation using achievement goal theory and by integrative and instrumental goal orientations by using Gardner's (1985) theory. Task goal orientation was defined as being interested and motivated by the academic task for its own sake and as one's focusing on the process rather than the result whereas performance goal orientation was defined as being motivated by achieving better compared to others and as one's targeting the outcome. While conceptualizing performance motivation, approach and avoidance dimensions were also presented in this study in line with the two distinct dimensions suggested by Elliot (1999) and Elliot and Church (1997). Accordingly, performance approach orientation was conceptualized as the need to outperform others, whereas performance avoid orientation was conceptualized as the desire to avoid showing inability and as being less adaptive. From Gardner's (1985) perspective, integrative goal orientation was defined as one's having the focus on the target language and as being adaptive,

whereas instrumental goal orientation was defined as one's having the focus on the reward (i.e., financial reasons) and as being less adaptive. Therefore, motivation was conceptualized consistently with both achievement goal theory and Gardnerian perspective.

Goal orientations were measured by using the Patterns of Adaptive Learning Survey (PALS) and specifically the personal goal orientation subscales (Midgley et al., 1996). Integrative goal orientation was measured by the attitude/motivation test battery (AMTB; Gardner, 1985). Task goal orientation was measured by items referring to learning from mistakes, being interested in English work, and desire to learn new things and to get better in English. Performance approach orientation was measured by items referring to doing better than others, being thought by others as good, feeling successful when doing better than others, and showing the teacher the outperformance. Performance avoid orientation was measured by items referring to not being thought as poor in English by others, avoidance of being seen as incapable, stupid or not being able to speak English, and avoidance of working not to feel embarrassed. On the other hand, integrative goal orientation was measured by items referring to being at ease with native speakers, understanding the target culture, participating in cultural groups, and meeting various people. This clear operationalization of motivation is therefore in accordance with the definitions shared in this study based on the achievement goal theory and Gardner's theory.

Conclusion. In both studies, the conceptualization of achievement goal orientations is clearly consistent with the theory. Specifically, in Macayan et al.'s (2018) study mastery and performance goal approaches are conceptualized in line

with the firstly introduced motivational constructs (Dweck, 1986; Dweck & Leggett, 1988) and with Pintrich's (2000) revised achievement goal theory. In Woodrow's (2006) study, apart from the two distinct types of achievement goals the approach and avoidance dimensions of performance goal orientation are also defined based on more recent suggestions and empirical evidence (Elliot, 1999; Elliot & Church, 1997; Middleton & Midgley, 1997). Accordingly, task/mastery goal orientation is defined as one's focus on the task to be able to master or learn how to do the task whereas performance goal orientation is defined as one's concentrating on the outcome (i.e., exam score) and as one's competing with others to achieve and succeed more. In both studies, mastery goal orientation is regarded as adaptive and performance goal orientation as maladaptive. In Woodrow's (2006) study, in which integrative and instrumental motivation is also used as a theoretical framework, it is pointed out that mastery and integrative goal orientations have common qualities with intrinsic motivation as defined by SDT. Similarly, in Macayan et al.'s (2018) study, mastery goal orientation is considered as being associated with intrinsic motivation and performance goal orientation as being associated with extrinsic motivation relying on the study of Elliot and Church (1997). Therefore, in both studies the intersection of the motivational constructs of the achievement goal theory and Gardner's approach with SDT is highlighted.

In both studies, the operationalization of achievement goal orientations is consistent with the definitions of the motivational constructs in the studies and the theory. Specifically, mastery goal orientation is measured by items that have one common aspect which is "learning". On the other hand, performance goal orientation is measured by items focusing on more external outcomes such as "scores". In

Woodrow's (2006) study, performance approach orientation is measured by items referring to "competition" with others whereas performance avoid orientation is measured by items referring to escaping from signs of failure, embarrassment or inability.

Expectancy value theory

There is one study among the selected articles that used expectancy value theory (Atkinson, 1957; Eccles et al., 1993). Ro (2016) used Eccles and Wigfield's (1995) expectancy-value model and Gardner's (1985) integrative orientation. The aim of the study was to explore the effects of teacher practice on students' reading motivation (i.e., extensive reading motivation; ER motivation). In this study, motivation was conceptualized as consisted of five components: expectancy of success, intrinsic value, extrinsic utility value, cost and integrative motivation. However, only three dimensions of task values were used; how useful (extrinsic utility value) and interesting (intrinsic value) extensive reading is and the cost of being involved in extensive reading. Intrinsic value was defined as the activity's being fun and pleasurable, extrinsic utility value as the usefulness of the activity. Similarly, the integrative motivation as a dimension adopted by Gardner's approach was defined as "favorable attitude towards the other language community" (Gardner, 2001; p. 5). All these definitions of the motivational constructs of the study are consistent with the corresponding theories.

Qualitative and quantitative methods to measure motivation were held and accordingly expectancy value was measured by items referring to being good at reading English (expectancy of success), enjoying reading (intrinsic value),

perceiving the usefulness of English in future career (extrinsic utility value), and

waste of time (cost) as well as by items that belong to integrative motivation (i.e.,

Reading in English is important for the internalization of the language). Therefore,

cost, which was not defined in the study, was operationalized in consistency with the

theory. Intrinsic and extrinsic utility values and integrative motivation were also

operationalized in line with the definitions provided in this study and the relevant

theories. However, we cannot see a consistency between how expectancy for success

was defined by the theory and measured in this study.

Other motivational constructs (OMC)

Apart from the studies that relied on well-grounded theories, there were three more

studies that somehow tried to explore motivation while learning English in EAP

courses without using any of the prominent motivational theories. Chen et al., (2004)

investigated the degree of motivation identified through learners' attitudes towards a

course. Huang, Cheng, and Chern (2006) focused on motivation in terms of learner

choice, desire, and motivational intensity as well as many other aspects of

motivation. Meniado (2016) focused on reading interest and the level of motivation

to read.

Chen et al. (2004) investigated the effectiveness of a Web-based course in terms of

learners' attitudes. Learner attitudes towards the course were examined to understand

the degree of their motivation. There was no conceptualization of motivation in the

study, but it seems that motivation was equated a set of learner attitudes. The

attitudes were measured by items referring to learning experiences, effectiveness of

communication, perceived appropriateness of the content, learner autonomy,

perceived effectiveness of some specific tools as part of the course and helpfulness of getting help from the teacher. The lack of conceptualization and unclear operationalization does not allow us to judge the consistency of any conceptualization or operationalization with a motivational theory.

Huang et al. (2006) investigated the possible facilitative role of content area pre-reading materials for EAP reading on student motivation to read. Motivation was defined as making choices to experience learning. It was operationalized as a desire to learn (i.e., wishing to have started learning English at an early age) and motivational intensity (i.e., keeping up to date by almost studying all the day) using subsections of Gardner, Tremblay, and Masgoret's (1997) version of the Attitude/Motivation Test Battery (AMTB) as well as the challenge level of the content (i.e., preference to learn something challenging), the interest in learning something new (i.e., preference to work on a newly given assignments), being satisfied from learning (i.e., being satisfied with one's own school work) and the interest in learning (i.e., being interested in what is learned at school) using the General Academic Motivation (GAM) scale adapted from Montogomery's Scale of Academic Motivation. It can be seen that the motivational constructs measured in this study conceptually are related to intrinsic motivation from the SDT perspective, to desire to learn L2 from the Gardnerian perspective as well as to many other motivational concepts in L2 learning; however, the complexity and variety of motivational constructs introduced in this study hinders us from commenting on the consistency between the theories and conceptualization and/or operationalization of motivation in this study.

Meniado (2016) investigated the relationship among metacognitive reading strategies, reading motivation, and reading comprehension performance (i.e., English academic texts). Motivation was defined as interest, desire and passion to read, and read to have fun without being stressed out. It was also stated that motivation can be shaped by intrinsic and extrinsic factors. A definite theoretical framework was not used in the study but we can see that "interest" was the main focus determining students' motivation to read.

To measure motivation a researcher-made inventory was used that included items referring to level of interest about the reading topics and learners' beliefs about reading. Specifically, students were asked about the reading topics they are interested in and their beliefs about why reading in English is important for which "because it is essential" was one of the responses. This shows that as well as interest to read, utility of reading comprehension (i.e., learning for pragmatic reasons) was also identified by items which operationalized motivation. Similar to the two other studies, there is not a conceptualization of motivation according to any theoretical framework although the operationalization of motivation in this study is relevant to intrinsic motivation (i.e., interest) and integrative motivation (i.e., interest in the target culture).

Conclusion. With a closer look at the three studies reported above, it can be seen that the reason why they could not be categorized under any well-grounded motivational theory is because of the lack of conceptualization of motivation although, in some cases, the operationalization of motivation intersects with the motivational constructs of well-known motivational theories.

Organizing the results of the relation of motivation to personal or contextual factors

Consistent with the third research question, articles were reviewed in terms of the personal and contextual correlates of motivation. Accordingly, in order to identify the correlates of motivation, only the articles which had a valid measure of motivation were considered ($n = 25$). The content validity of the measure was judged through the extent to which the operationalization of motivation was consistent with the selected by the author(s) motivational theory or a definition of motivation given by the author(s). In some articles ($n = 17$, motivation was measured fully consistent with a specific theoretical framework. On the other hand, there were some articles ($n = 6$) in which there was a partial consistency between a specific theoretical framework and operationalization of motivation. Moreover, there were a few articles ($n = 2$) in which, although one of the motivational constructs was consistently measured with a motivational theory, another motivational construct was not measured according to the corresponding theory. To give an example, in Chen and Brown's (2012) study, motivational constructs coming from L2MSS perspective were measured consistently with the theory, but motivational constructs coming from SDT were not measured according to SDT. Therefore, the articles, which were reviewed to answer the third research question, were selected with a closer look at how motivation was measured and whether the relation of specific motivational constructs to a personal and/or contextual factor was reported.

Results of the relation of motivation to personal or contextual factors

Ahmadi (2017), Asoodar et al. (2016), Cao (2013), Cao (2014), Chang et al. (2017), Gallagher and Robins (2015), Gallagher (2019), Gardner and Yung (2017), Heidari

et al. (2017), Huang (2006), Komiyama (2013), Macayan et al. (2018), Meniado (2016), Paker and Özkardeş-Döğüş (2017), Ross and Stracke (2016), Subekti (2018) and Woodrow (2006) were the 17 articles that measured motivation consistently with a specified theoretical framework. Abrar-ul-Hassan (2014), Bensoussan (2015), Demir (2017), Gürsoy and Kunt (2019), Huang et al. (2006), and Ro (2016) were six articles that had partially consistent operationalization of motivation. Chen and Brown (2012) and James (2012) were the two articles within which only some aspects of motivation were measured consistently with a motivational theory. From the 25 articles that assessed motivation consistent or partially consistent with theoretical definitions only 21 studies investigated context-related or student-related correlates. Specifically, in Abrar-ul-Hassan's (2014), only degrees and types of motivation of EAP learners were examined without considering correlates of motivation. In Chang et al., (2017) students' internal and external attributions and how they fluctuate while studying in the EAP program were investigated. In this study also there is no correlate of motivation examined. In Huang et al.'s (2006) study there was a partial consistency between the operationalization of motivation and the theory; however, there was a complexity of motivational constructs that examined student motivation to read and a conclusive result could not be reached. In Komiyama's (2013) study, the factors that characterize L2 reading motivation were examined. In this study, curiosity and preference for challenge, and grades (i.e., sense of obligation) were examined as part of L2 reading motivation instead of a correlate of motivation. Therefore, these four articles were excluded from the analysis performed to answer the Research Question 3. The remaining 21 articles were analyzed by considering the relation of motivation to a) context-related and b) student-related correlates. Results of the 21 articles will therefore be presented under

two sections below depending on the type of correlates investigated in the study (see Table 3).

Context-related correlates of motivation

There are articles reported below that investigated the relation of certain motivational constructs (e.g., WTC) to the learning environment (i.e., context-related correlates). Some of these articles included the teacher style, the classroom environment or a learning tool as context-related correlates of student motivation. In some other articles, the aspects of the learning environment have been integrated in the definition of motivation. These articles investigated the learning environment as an aspect of student motivation. For example, the role of online content (i.e., podcasting) as a course-specific motivational component was investigated in Asoodar et al.'s (2016) study. Additionally, there are some articles (i.e., Cao, 2013; 2014; Heidari et al., 2017) that investigated both student-related and context-related correlates of student motivation. These articles are reported either under this section or under the section of the student-related correlates considering which correlates had the dominant role within the article.

The relation of teachers' instructional behavior and classroom social environment to student motivation

Ahmadi (2017) investigated in a qualitative study the possible link between dialogic aspects of discourse and students' WTC in EAP classrooms. Twenty four EAP classrooms, 20 to 24 students in each, in Japan were observed. Dialogic discourses were defined as different modes of interaction within the classroom such as monologic or dialogic influenced either by facilitative or interruptive teacher moves.

Monologic discourses were defined to be a more controlled form of speaking in which specified information is shared by the individual whereas dialogic discourse was defined as being more interactive and dynamic as it requires interaction. Teacher moves were also hypothesized to have crucial effect on classroom discourse patterns. Accordingly, the way questions are asked by the teacher could have impact on students' interaction patterns. For example, the results of this study revealed that when teachers insisted on interaction (i.e., dialogic pattern) within the classroom so as to hear each student's voice, students had more confidence to speak up and felt responsible for their own learning. Moreover, a possible link between asking authentic questions to the students instead of giving lectures and forming a more genuine speech in EAP classrooms was presented. Assistance from the teacher was another facilitative factor of students' learning found in this study. For example, different instructional techniques such as spontaneously managing some of the student's unexpected responses helped students to contribute more to the classroom interaction and expression of ideas, in other words, in their willingness to communicate. Finally, a possible influence of having established ground rules in the classroom (i.e., providing rationale of the activity) on students' WTC was discussed in the qualitative results of this study.

Cao (2013) investigated in a qualitative study both the external and internal factors that were related to students' WTC. In the external classroom factors, the problems and possibilities of group and pair work, task engagement, orientation towards the teacher, perceived usefulness of tasks, topic and interlocutor were identified. In the internal factors, students' personal characteristics were identified such as their self-confidence, emotions, perceived opportunity to communicate, and personality. This

study took place in New Zealand involving 12 participants from an EAP class, most of whom were from Asian countries. The initial finding was that there were statistically significant differences between WTC ratios in different times and that WTC fluctuates over time. However, an absence of correlation table and not having enough evidence about the research design and data analysis could be regarded as a limitation of this study and therefore mislead the reader. Additionally, a single case study to support the finding that WTC is dynamic was held and the results were shared based on the journal entries of a student. For example, it was reported by the student that the topic and her mood affected her WTC. That is, finding the topic less interesting led to boredom which led to a low WTC level in a discussion which resulted in a lower overall WTC level for that specific student. Another shared finding based on a report, although it is not possible to say whether it is a report shared by the teacher or by the student because of lack of information, was that a group of active interlocutors (classmates) led to lack of perceived opportunity to talk probably because the student felt dominated by the group although the topic was interesting for her. Finally, although classroom observations, stimulated-recall interviews, reflective journals and field notes of the researcher had been used as methods of data collection in this study, the results of those data were not shared in the article.

Cao's (2014) study is very identical to her study published in 2013 (see above), where the varied combinations of individual characteristics, classroom environmental conditions, and linguistic factors were found to facilitate or impede students' WTC. In the environmental factors, the topic (i.e., interest in the topic), task type, interlocutor (i.e., interlocutor's personality), teacher (i.e., teaching style),

and class interactional pattern (i.e., group size) were identified. For the individual aspect, self-confidence, emotions (i.e., enjoyment/boredom), personality, and perceived opportunity to communicate were identified. In the linguistic factors, language proficiency (i.e., comprehension and production) was identified. In Cao (2014), it was revealed also that there is no single factor that directly increase students' WTC and that environmental, individual and linguistic factors were interrelated and worked together. Like in Cao's (2013) study, a single case study results were shared and the implications were identified accordingly. Twelve EAP course students from Asia participated in the study which was held in New Zealand. It was found that a student might feel bored in one class and does not want to participate whereas the same student may be more willing to communicate in the same course in another day or hour. For example, when an activity is perceived as difficult by the student, although the student might started the lesson with a high WTC, WTC level may drop suddenly. Therefore, it was speculated in this study that another student attending the same class, joining the same activity, and interacting with the same students may have higher WTC. Cao (2014) argue, therefore, that WTC is dynamic and situated. It is also important to note that in both Cao's (2013; 2014) studies it was found that when different factors work in cooperation with each other to support students' communication, the outcome is more positive; however, the lack of one condition does not mean an overall decline in WTC. These findings of this study support other WTC studies which showed that WTC is dynamic and situated.

In Gallagher and Robin's (2015) study which founded the basis for Gallagher's (2019) study, L2 WTC and social network ties were explored in an EAP context. It

was investigated whether L2 WTC is associated with social ties, specifically whether L2 WTC differs between members sharing the same ethnolinguistic background and among cross-cultural settings. There were 75 participants in this study which was held in England. Most of the students were from China whereas the other students were from 17 different countries. The results of a network statistical model indicated that each type of network groups (i.e., cross-cultural and intracultural) had their own self-organized principles. Additionally, students in a same ethnic group developed L2 WTC and then interacted with a subgroup of a different culture. Therefore, it may be important for instructors or teachers to prioritize interaction among students from the same ethnicity, then leave the room for interaction with network groups including students from different cultures.

Gallagher (2019) investigated also the possible association between network structures in EAP courses and students' level of L2 WTC. The sampling of this study was the same with Gallagher and Robin's (2015) study. Network structures were defined in the study as the social network reciprocity (i.e., mutually recognition of a two-way relationship) and brokerage (i.e., social intermediaries between otherwise disconnected individuals). Apart from the network structures, the study also considered the relation of the classroom social ties (i.e., position in the group, likes or dislikes, trust or ethnolinguistic backgrounds) with WTC. Some of the findings were that a) students who engaged more in reciprocal structures had stronger L2 WTC, b) students in brokerage positions between larger social groups had stronger L2WTC, c) students with different ethnolinguistic backgrounds were more willing to discuss within a reciprocal (mutual) conversation, and d) students from different classrooms (although they speak the same L1) have lower WTC between each other.

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These findings show the importance of developing mutual interactions in the same classroom environment to support students' WTC.

Heidari et al., (2017) investigated the relationship between EAP students' learning style, teacher communication behavior and learners' L2 WTC. The study included 118 Iranian EAP students. Teacher communication behavior had five dimensions: challenging (i.e., teachers' asking questions that require careful analysis of information), encouraging (i.e., teachers' encouraging students to take part in discussions) and praising (i.e., using students' answers as part of explanation of lessons), non-verbal (i.e., teacher's showing support with facial expressions), understanding and friendly (i.e., teacher's caring and willing behavior), and controlling (i.e., teacher's insisting on certain activities to be done). Among these dimensions, encouraging and praising behaviors of the teacher were found to be positively related to students' L2 WTC (i.e., tendency to communicate in English in their classes). Moreover, understanding and friendly behaviors of teachers were also positively related to students' WTC. On the other hand, controlling teacher behavior was negatively related to students' eagerness to speak up in class. Learning style including visual, kinesthetic, tactile, group and individual learning was found having no significant relationship with students' L2 WTC. These findings show the importance of teacher's communication behavior to support students' WTC rather than students' learning style.

In Ro's (2016) study, the role of teacher guidance of extensive reading (ER) approach on students' L2 reading motivation and reading amount in EAP context was investigated. There were 37 students who participated in this study and almost

all of them were from Asia. It was revealed that a) ER approach matters a lot and b) teacher practices do have significant effect on students' motivation to read. Specifically, it was found that teachers' making informed decisions and creating an atmosphere that encourage students to read increased students' intrinsic value towards reading. Also, students liked ER because they found it both fun and pleasurable (i.e., intrinsic value), and beneficial (i.e., extrinsic utility value). Teachers' instructional strategies were also found to positively influence students' quality of motivation. For example, when the teacher allowed students to socially engage in ER, students had more intrinsic value towards reading. However, when students were consistently reminded that it is important to read for their proficiency improvement and that they should read certain amounts, students had extrinsic utility values for ER. From the perspective of Gardner's (2001) integrative orientation, it was found that international students prioritized the usefulness of reading rather than having intrinsic values to read in English. Therefore, these results highlight the importance of creating authentic social situations for reading in English in EAP classes instead of reminding students the usefulness of reading for English proficiency in order to support students' motivation to read by adopting intrinsic values.

In Chen and Brown's (2012) study, ideal and ought-to L2 self components of L2MSS were observed in six students, each of whom had different nationalities, in the EAP context. By seeing their peers' (i.e., authentic audience) work in a computer-mediated environment, students' ideal L2 self was fostered. The students considered their peers' work as ideal and necessary in line with their own goals and desires as L2 learners, which in turn improved their L2 writing. They were also

motivated by ought-to L2 self because they were motivated by a perceived need to complete tasks based on what their audience wanted. It seems that when the instructional environment requires students to be the models of their peers, both types of motivation (i.e., ideal and ought-to L2 selves) can be developed, although this finding concerns only six students.

Conclusion. By looking at the articles reported above, we can say that the consistent operationalization of WTC mainly enables us to depict the relation of teachers' instructional approaches and classroom climate to student motivation in the EAP context. Except for Ro's (2016) study, within which there were also students from Asia, all the other studies included participants from Asia. Moreover, apart from Ro's (2016) study in which motivation was defined as students' intrinsic versus extrinsic value of the classroom activity (i.e., reading), and Chen and Brown's (2012) study in which motivation was defined as students' ideal versus ought-to L2 selves, in all the other studies reported above, L2 WTC was used as a framework to define students' motivation in EAP. Teacher instructional strategies, teacher communication behavior and interaction patterns were among these correlates of student motivation. Specifically, in terms of teacher instructional strategies, teachers' allowing students to be a part of L2 environment, encouraging students to join discussions and express their ideas either in class or in computer-mediated environments, praising students, asking questions relevant to students' level, being understanding and friendly rather than being controlling, and having structured rules in the classroom were found to have a positive relation with students' L2 WTC and intrinsic values.

Other factors related to EAP classroom environment that were investigated in the above studies are the dialogic patterns, the social network ties, the topics covered in classes, the task types as well as the role of classmates and group size. For example, teachers' setting up spontaneous interaction patterns in the classroom helps students to communicate willingly, with more self-confidence as well as responsibility. However, an active and dominant participant or a dislike experienced in the group could lead to discomfort for some students. On the other hand, WTC could increase in some students who are assisted by a talkative classmate during the conversation. Likewise, ethnolinguistic and cultural backgrounds of students in the interaction affect WTC depending on the group size (i.e., small group size). For example, when students interact with classmates from their own ethnicity and develop WTC in this subgroup first, it is easier for them to join later conversations in a subgroup of different culture. Finally, the role of affect has also been explored in the studies reported above. For example, in Cao's (2014) study, it was revealed that emotions (i.e., boredom) elicited by the classroom environment influence learner's L2 WTC; the changing mood of a student results, therefore, in fluctuations in L2 WTC.

Although these findings have considerable implications for instructional strategies and the classroom climate of EAP classes, the fact that these findings come from only eight studies that most of them have applied interviews and semi-structured interviews to small-size samples (12 or even six participants) prevent us to generalize them and make specific suggestions about changes in EAP curriculum. It seems that more experimental research is needed in the EAP context to clarify the causal relation between these instructional strategies and aspects of the classroom climate to students' WTC or intrinsic values. Research needs also to clarify the dynamic nature

of situational WTC and which factors shape it more than the others through longitudinal repeated measures design. Moreover, the systematic review revealed that only three motivational constructs (i.e., WTC, intrinsic values, ideal and ought-to L2 self) have been investigated as motivational correlates of teacher instructional strategies and classroom climate in EAP context. Other motivational constructs coming from well-grounded evidence-based motivational theories (e.g., SDT) are missing from the research that tries to depict what enhances student motivation in EAP.

The role of course content, educational materials and online learning tools
Asoodar et al., (2016) explored the link between podcasting as an online tool and students' motivation in EAP classes. There were 179 participants of this study which was conducted in an EAP class in Iran. Podcasts were defined as mobile learning (M-learning) including videos, lectures and supplementary materials which can be followed even by mobile phones. Using podcasts that belongs to the course-specific motivational component of Dörnyei's (1994b) learning situation level was found to be related to students' motivation in EAP classes because of a couple of reasons. First, students found it convenient as they could reach content anywhere and anytime. This also helped them to manage their time effectively. Secondly, students found it easy to focus on content displayed through podcasts. Moreover, well-designed podcasts were found to entertain students and students reported that podcasts created a livelier climate giving chance to students and teachers to get closer. This learning tool also helped students to engage more with course material in a more autonomous manner (i.e., being able to choose the pace and form of the material). Finally, students who had no experience of such an online content were

significantly more eager to learn about this new technological learning tool than the students who had prior experience. This is because, new beginners were in need of such an instructional content and were more open to help. Therefore, in the light of these results, it may not be a risk but a bliss teachers to try out new advancements in classroom regardless of the learners' profile and background knowledge.

Gardner and Yung (2017) investigated the motivation of four EAP students while being engaged in self-access language learning (SALL) which was necessary to fulfill English course requirements. There were 77 participants of this study whose L1 was either Mandarin or Cantonese. Ideal L2 self, ought-to L2 self and L2 learning experience from L2MSS and integrative and instrumental motivations from Gardner's theory were used to identify motivation in this study. SALL was described as compulsory course hours for which students can visit a self-access center and work individually. There are various activities for various language skills (i.e., listening skills) that students can choose from this SALL component. The analysis of interviews with the four students suggested that students were more motivated to work on SALL to succeed in their studies and future careers but not to enjoy or feel satisfied. In line with this result, instrumental motivation and ought-to L2 self were more prominent in students' motivation although there was evidence for ideal L2 self as well. Specifically, it was presented that students wanted to improve their weaknesses to reach their goals that they consider as "ideal". Another important result was that intrinsic forms of motivation evolved into an extrinsic form (i.e., ought-to L2 self). Possible reasons for this change was attributed to overwork and tiredness and to the nature of the course, that it is compulsory. Another reason for this change is the prevention focus of the students. Trying to escape from negative

consequences, therefore, not being eager to deal with challenging tasks may lead students to adopt an extrinsic type of motivation. These results show that providing students with a flexible environment, optional tasks and a manageable load is important to help students enjoy the newly introduced learning tool as well as to foster students' eagerness to learn a second language.

Huang (2006) investigated what makes learners feel motivated in EAP reading activities that are lengthy and challenging to cope with. There were 248 participants of this study and it was held in Taiwan. Learning situation level component of Dörnyei's (1994b) motivational framework was used in this study. Situational factors were considered as facilitating learners' motivation and identified by three factors: teacher facilitation, reading requirements, and text facilitation. The results of this study showed that when teachers are available to answer questions (i.e., teacher-specific motivational component) students are motivated to read in L2. Requirements (e.g., quizzes) had the least effect, when compared to other factors (e.g., reaching translated versions of texts) on learners' motivation to read texts. Texts which included illustrations, highlights and signaling, accessible vocabulary and grammar, and clear organization, helped students to be more willing and confident to read.

Conclusion. Apart from instructional strategies and classroom interaction patterns, course materials, technological tools and online platforms used and shared in L2 classes are additional correlates of students' motivation to learn a second language. Podcasting, self-access language learning (SALL) and computer-mediated environment were some of these course-related correlates of motivation, which was mostly assessed through the lens of Dörnyei's (1994b; 2005; 2009) learning situation

level and L2MSS perspective. It was shown by research reported above that the use of podcasts as a course-specific motive (subcomponent of learning situation level) in EAP courses is linked with some positive learning outcomes (i.e., having fun). On the other hand, ought-to L2 self and instrumental motivation were observed in students using SALL tool. This could be because SALL is a course requirement whereas podcasts are used as tools, in other words mediators, for learning that students do not feel obliged and therefore enjoy more. On the other hand, ideal L2 self was fostered by seeing an authentic audience in a computer mediated environment whereas when students tried to meet the expectations of the same audience, ought-to L2 self was observed. Therefore, it can be said that depending on the nature of the material or the tool (e.g., if it requires high work loading or if it is compulsory) the type of motivation is shaped. However, these findings are coming from only three studies held in Asia and generalization about which tools and materials can foster students' motivation in EAP cannot be achieved.

Student-related correlates of motivation

In this section, the student-related correlates of motivation in EAP programs and EPPs examined in the relevant studies will be presented. Personal correlates such as learning strategies, feelings, behavior as well as L2 achievement are explored in some articles as predictors or outcomes of motivation; however, there are some articles in which student-related correlates were integrated into the operationalization of motivation. For example, in Komiyama (2013) apart from curiosity and preference for challenge, grades also were examined as part of L2 reading motivation instead of a correlate of motivation. The studies presented below are divided into two

categories: achievement-related correlates and other student-related correlates (i.e., affect-related correlates, and demographic-related correlates).

The role of achievement

In Subekti's (2018) article, the relationship between L2MSS and achievement was investigated. The participants of this study were 56 Indonesian students who were taking EAP class. Neither ideal L2 self nor L2 learning experience predicted learners' achievement in EAP context. Although not being a strong predictor, ought-to L2 self was negatively related to achievement. Apart from the well-presented theoretical frameworks and literature review, this study had a very small sample of EAP students.

Paker and Özkardeş-Döğüş (2017) investigated the relation among English preparatory class learners' (*N*= 223) success attributions as well as the relation of these attributions with learners' gender and language proficiency. The study was held in Turkey. Teacher's communication behavior had been found to positively affect students' L2 WTC in Heidari et al.'s (2017) study. Similarly, in this study it was found out that students who perceive themselves as successful attribute their success mostly to their teachers, which cannot be controlled by their effort, as well as to having self-confidence, enjoying learning English and being interested in English, all of which can be controlled by effort.. On the other hand, students who perceive themselves as unsuccessful attribute their success to not having enough vocabulary or not studying enough, which also can be controlled by effort. In terms of language proficiency, students with lower level of proficiency (i.e., pre-intermediate) depend more on their teachers than students with higher level of proficiency (i.e.,

intermediate) who perceive learning English as an easy task and something controllable. Success attributions of the students with higher level proficiency refer to having background education and the easiness of learning English, both of which are external attributions. However, success attributions of students with lower level proficiency refer to having self-confidence in learning English and having a successful teacher, which were both described in the study as internal factors. However, having a successful teacher is an external and uncontrollable factor. In the case of failure, less proficient students attribute their failure to external factors (i.e., lack of background education). By looking at these results, the significant role of teachers in L2 learning and of background knowledge were revealed as important factors for academic success and failure for students with different levels of proficiency.

In Woodrow's (2006) study, learning strategies, affect (self-efficacy and anxiety), goal orientations and their relation to students' oral proficiency scores in EAP courses were investigated. There were 275 participants of this study which was held in Australia. Most of the students were from Asian countries. The results showed that task (mastery) goal orientation and performance orientation (approach and avoidance) predict achievement. Students with task goal orientation had higher oral ability and were more likely to use metacognitive reading strategies (i.e., evaluate progress) while students with performance avoid orientation were less successful. On the other hand, neither integrative nor instrumental goal orientation was related to students' oral performance.

In Bensoussan's (2015) study, a variety of motivational constructs were examined and found to be correlated with EAP reading comprehension final grades and use of Internet in English. The sample of this study consisted of 194 participants most of whom were born in Israel where the study was held. According to author's report about the results of this study, the use of Internet in English is positively correlated with instrumental, integrative and intrinsic motivations. Specifically, there is a positive correlation between the use of Internet in English and students' perception of English as useful, with high status, powerful and easy. Moreover, links among these positive attitudes towards learning and using English and students' final course grades were shown. However, in this article, there is a mismatch between the suggested item numbers and the numbers in the correlation table as well as a missing correlate (i.e., final course grades) in the correlation table that prevent interpretation and cross verification of the results.

Contrary to Woodrow's (2006) study reported above, in Macayan et al.'s (2018) study, which investigated the relation of goal orientations on students' (N=162) L2 writing and speaking performances, rather than mastery goal orientation, students with performance goal orientation performed better. It is worthy to mention, however, that, upon inspection of the results presented in the study, students with performance goal orientation differed significantly in their performance as compared to students with multiple goals, but not compared to students with mastery goal orientation.

Conclusion. Interestingly, the studies that investigated the relation of students' motivation to achievement in EAP conceptualized motivation apart from

the perspective of L2MSS and Gardner's approach, from the perspective of the achievement goal theory and the attribution theory as well. Again, very few studies investigated the crucial relation of motivation to achievement in EAP. Most importantly, among those few studies the results are not in consensus. Mastery goal orientation was reported as a predictor of higher achievement in one study whereas in another study students with performance goal orientation performed better. In terms of attribution theory, achievement was found to be a predictor of student' attributions of their success and failure. Specifically, students who perform better attribute their success, among other factors, to their teachers and background knowledge. Finally, the ought-to L2 self component of L2MSS was found to be negatively related to achievement in Subekti's (2018) study; however, there were quite a few number of participants in this study that might prevent us from generalizing the result to a wider population.

The role of other student-related factors

Unlike studies that mostly explored cognitive, linguistic or socio-cultural factors, emotions as an affective factor was explored in Ross and Stracke's (2016) study. The study was conducted in Australia with a total number of 12 students. It was investigated by qualitative research design whether feeling of pride both in and outside the classroom environment has a positive impact, as mentioned in the study, on students' learning and it was revealed that pride has a significant impact on learners' experience. Feeling of pride both in and outside the classroom environment was observed to have positive effect on students' learning. Praise from others or having good grades (both external) was internalized and triggered students' instrumental dimension of ideal L2 self of L2MSS. In this case, praise originates

from an external source, which is then internalized in the learners. On the other hand, outside the classroom (i.e., in the family), ought-to L2 self was more active when praise was coming from an external agent such as the family members.

In Gürsoy and Kunt's (2019) study, the role of motivation types, life experiences, or home culture of students in the acculturation (i.e., cultural change of an individual or people by adopting elements of another culture) process of L2 learners in the EPP was explored. The study was held in Cyprus and interviews were held with 10 students with different nationalities (i.e., Turkish, Azeri, Palestinian and Uygur). It was argued that acculturation is affected by being closer to the target culture (i.e., integrative motivation) in the EPP and that it influences language learning, although neither the research design (i.e., a qualitative study) permits to infer causal relations between the studied variables nor the provided evidence are convincing. Moreover, two students' having different types of motivation, specifically one reporting that studying English is enjoyable and the other reporting that English is needed for the department, were both reported in the results to have intrinsic motivation.

In James' (2012) study, which was held in the U.S.A, EAP students' (N=40) motivation to transfer L2 learning was examined and instrumental motivation was observed to be linked to EAP learners' transferring what they have learned to other courses. This is because, it was shown in this study that learners' are interested in the outcomes or benefits of learning L2 (i.e., instrumentality) and making use of L2 in future live can be counted as an instrumental motive. Neither a relation between effort and desire to transfer L2 learning nor a relation between effort and attitudes towards transferring L2 learning was observed from Gardner's perspective. In other

words, students were not truly motivated to transfer their L2 learning to other courses as they did not put effort on it. However, instrumental motivation was identified in "expected impact of transfer" that was measured as part of learners' desire or favorable attitudes. There was a small number of students who put conscious effort to transfer L2 learning to other courses. It seems that participation in the EAP class does not necessarily result in benefits in other domains. It is worthy to note that although the study was qualitative, the findings were presented as showing causal relations.

In Demir's (2017) study, although it is not an experimental study, it is reported that the impact of EPP learners' gender and department in attributions of success and failure in speaking English was examined. One hundred and four students participated in this study which was held in Turkey. It was found that students' future departments do not significantly predict their attributions; however, students were observed to attribute their success in speaking English more to internal and controllable reasons whereas attributions of failure were observed to be less stable and externally controllable. According to the results of this study, language practice/exposure, determination to study and interest in speaking are the internal attributions of success.

Related to learning strategies, metacognitive reading strategies were examined in Meniado's (2016) quantitative study. Although motivation was not conceptualized consistently with any well-grounded theory, we can see that "interest" is mostly considered as reading motivation. The result suggested that there is a positive relation between metacognitive reading strategies and motivation to read, but

motivation was assessed through a set of items that were assessing apart from students' interest in reading, students' perception about whether reading is important to become successful or students' preference for reading. It seems that all these items were aggregated in a composite score of an amalgam of motivation which do not help to interpret the positive relation between metacognitive reading strategies and motivation. Are metacognitive strategies related to preference in reading comics? Are they related to students' perception that reading is important to become successful or are they related to students' interest in reading? There are also unexplained issues regarding the statistical analysis that was used to test the relation between motivation and metacognition.

Conclusion. By looking at the results of the five studies presented above, we can see that external sources are linked with students' learning. It could be either a direct external cause (e.g., benefits of learning a language in future lives) or internalized forms of external factors (e.g., pride) that contribute to students' better functioning. It was also observed in all the five studies above that causal relations are implied although they follow a correlational design. It could be also noted that three of the four studies which were held in EPP context belong to this section. However, in these studies there is a small number of sample sizes (e.g., 10). Moreover, aggregated scores of motivation that incorporate different (and in some cases opposite) motivational constructs violate the validity of the results of some studies. Therefore, careful examination of the method and results of such studies is suggested to researchers and educators.

Study 2

Preliminary analysis

Descriptive statistics and bivariate correlations among the measured and background variables are displayed in Table 5. A MANOVA showed no significant differences (Wilk's $\Lambda = .972$, F [13, 380] $= 0.829$, $p = .630$, multivariate $\eta^2 = .03$) between the students who participated only in T1 ($N = 134$) and students who participated in both T1 and T2 ($N = 267$). A MANOVA, however, showed significant gender and EPP differences in the measured variables (Wilk's $\Lambda = .829$, F [12, 243] $= 4.179$, $p = .000$, multivariate $\eta^2 = .171$ for gender and Wilk's $\Lambda = .636$, F [24, 484] $= 5.12$, $p < .01$, multivariate $\eta^2 = .20$ for EPPs). In the MANOVA of the EPPs, a follow-up analysis of variance (ANOVA) with Bonferroni correction showed that the number of repeated classes in one EPP differed significantly from the number of repeated classes in the other two EPPs F (1, 256) $= 38.607$, $p < .01$, $\eta^2 = .23$ ($M_{EPP1} = 0.87$, $SD = 0.79$ vs. $M_{EPP2} = 0.24$, $SD = 0.57$ and vs. $M_{EPP3} = 0.06$, $SD = 0.24$). In addition, as it is shown in Table 5, age significantly related to grades and therefore gender, EPP, age and number of repeated classes were included as covariates in the subsequent analyses.

Table 5

Means, standard deviations and bivariate correlations of the latent variables

Variables	1	2	3	4	5	6	7	8	9	10
Background Variables										
1.Age	1									
2.Gender	-.15**	1								
3.School	-.05	-.00	1							
4. Number of repetitions	.21**	.03	-.40**	1						
Independent Variables										
5. Need satisfaction	.04	-.14**	-.08	-.07	1					
6. Need frustration	-.04	-.07	.01	.09	-.51**	1				
Dependent Variables										
7. Autonomous motivation	-.01	.04	-.14**	-.02	.37**	-.26**	1			
8. Controlled motivation	.00	-.04	-.18**	.12*	-.02	.32**	.13**	1		
9. T2 academic buoyancy	-.04	-.16**	.06	-.05	.33**	-.24**	.17**	-.16*	1	
10.T3 Grades	-.15**	-.06	.00	-.23**	.08	-.18**	.15**	-.09	.17**	1
M	19.1	0.54	1.95	0.43	3.86	2.65	3.59	2.97	3.41	69.1
SD	1.26	0.50	0.83	0.70	0.53	0.71	0.80	0.84	0.85	1.00

*Note. * $p < .05$. ** $p < .01$. Gender coded 0 = Male 1 = Female

Main analysis

The two measurement models fitted the data: S-Bχ2 (385, $N = 238$) = 499.154, $p <$ .01. CFI = .929, SRMR = .065, RMSEA = .035 (90%-*CI*: .026 – .043); S-Bχ2 (377, $N = 235$) = 511.625, $p < .01$. CFI = .922, SRMR = .070, RMSEA = .039 (90%-*CI*: .031 – .047) for need satisfaction and frustration, respectively. The overall model fit was poor for the initial structural model of need satisfaction: S-Bχ2 (491, $N = 229$) = 670.273, $p < .01$. CFI = .897, SRMR = .068, RMSEA = .040 (90%-*CI*: .033– .047) and need frustration: S-Bχ2 (482, $N = 226$) = 665.543, $p < .01$. CFI = .900, SRMR = .071, RMSEA = .041 (90%-*CI*: .034– .048). The modification indices suggested a direct path from controlled motivation to students' final grades as well as a direct path from need satisfaction to T2 academic buoyancy. Conceptually and theoretically, a poor quality of students' motivation (e.g., controlled motivation) is related to negative educational outcomes such as poor grades. Likewise, when students feel that their psychological needs are satisfied, they function optimally and are more likely to be buoyant in academic setbacks. Indeed, previous research has indicated that quality of motivation is a correlate of academic achievement (Soenens & Vansteenkiste, 2005) and need satisfaction is a correlate of commitment to university studies (Davidson & Beck, 2019) and engagement (e.g., Jang, Kim, & Reeve, 2012) both concepts related to academic buoyancy. The suggested paths were, therefore, empirically and conceptually sound and thus were added to the models. Additionally, non-significant paths were removed from the two initial structural models. These modifications yielded the final structural model fit as follows: S-Bχ2 (489, $N = 229$) = 652.017, $p < .01$. CFI = .906, SRMR = .065, RMSEA = .038 (90%-*CI*: .030– .045) and S-Bχ2 (481, $N = 226$) = 657.820, $p < .01$. CFI = .904, SRMR = .070, RMSEA = .040 (90%-*CI*: .033– .047) for the models of

need satisfaction and frustration, respectively. The results of these two models that
confirmed most of our hypothesis are depicted in Figures 6 and 7 while the
correlations of the latent factors are presented in Tables 6 and 7.

Table 6
Correlation of latent factors for the measurement model with need satisfaction

Variables	1	2	3	4	5
Independent Variable					
1. T1 Need satisfaction	1				
Dependent Variables					
2. T1 Autonomous motivation	.53**	1			
3. T1 Controlled motivation	-.04	.17	1		
4. T2 Academic buoyancy	.49**	.32**	-.20*	1	
5. Grades	.08	.10	-.24**	.25**	1

*Note. * p < .05. ** p < .01*

Table 7
Correlation of latent factors for the measurement model with need frustration

Variables	1	2	3	4	5
Independent Variable					
1. T1 Need frustration	1				
Dependent Variables					
2.T1 Autonomous motivation	-.38**	1			
3.T1 Controlled motivation	.33**	.14	1		
4.T2 Academic buoyancy	-.25*	.26*	-.19	1	
5. Grades	-.22**	.04	-.27**	.24**	1

*Note. * p < .05. ** p < .01*
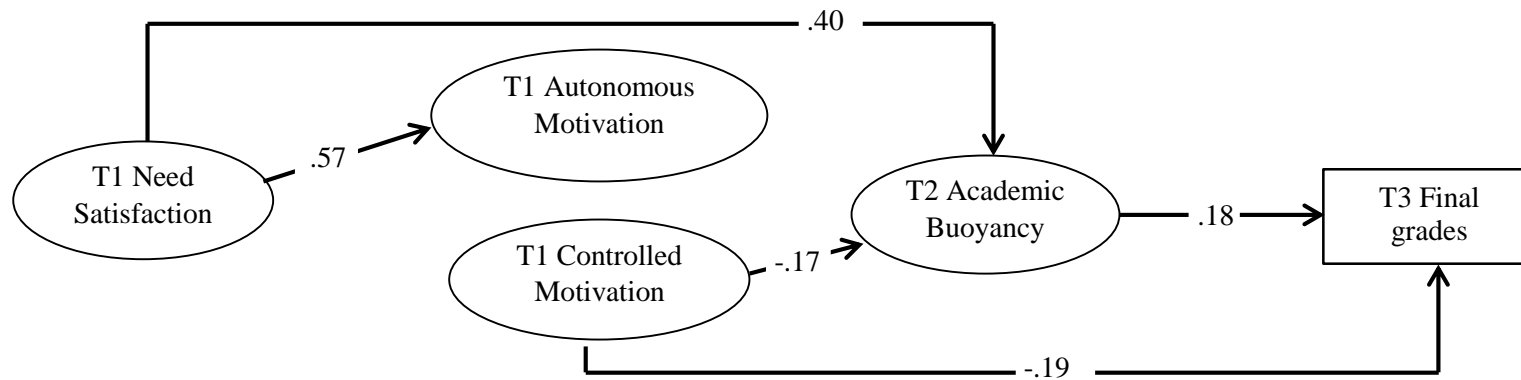
Figure 6. SEM for the mediating role of T2 academic buoyancy between T1 self-determined motivation (e.g., need satisfaction and quality of motivation) and T3 achievement. *Note*. For coefficients $\leq \pm.19$, $p < .05$.
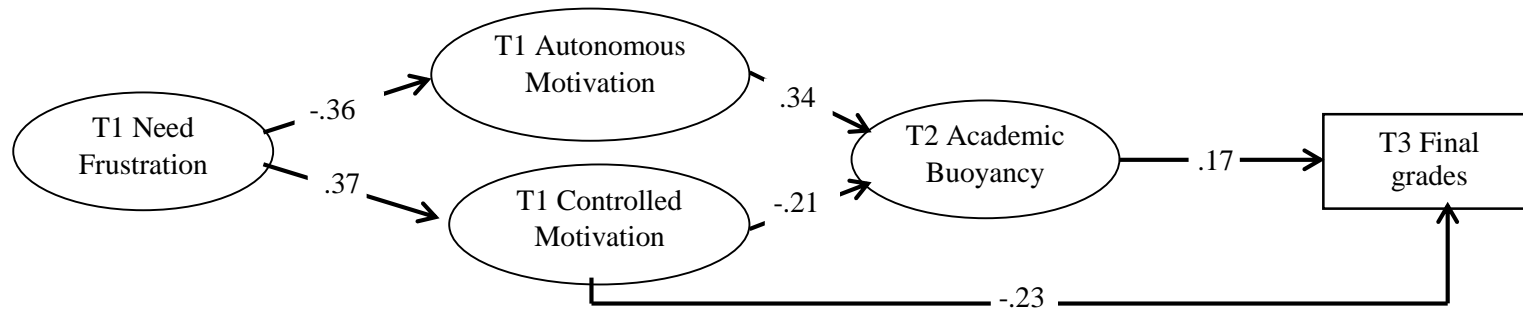
Figure 7. SEM for the mediating role of T2 academic buoyancy between T1 self-determined motivation (e.g., need frustration and quality of motivation) and T3 achievement. *Note.* For coefficients $\leq \pm.21$, $p < .05$.

The relation of need satisfaction or frustration to quality of motivation (Hypothesis 1).

T1 need satisfaction was positively related to T1 autonomous motivation ($\beta = .57$, $p < .01$, see Figure 6), while T1 need frustration was negatively related to T1 autonomous motivation ($\beta = -.36$, $p < .01$, see Figure 7) and positively related to T1 controlled motivation ($\beta = .37$, $p < .01$). This finding supports our Hypothesis 1 and indicates that when students perceived that their need for autonomy was satisfied in EPP, they tended to have a good quality of motivation; however, when their perceived need for frustration was high, they tended to have a poor quality of motivation.

The relation of self-determined motivation to academic buoyancy (Hypotheses 2a and 2b).

In support of our Hypothesis 2a, controlled motivation was negatively related to T2 academic buoyancy ($\beta = -.17$, $p < .05$, $\beta = -.21$, $p < .05$, see Figures 6 and 7, respectively) and autonomous motivation was positively related to T2 academic buoyancy for the model of need frustration ($\beta = .34$, $p < .01$). This demonstrates that students feel academically buoyant under the circumstance that they develop a good quality of motivation and specifically when they are involved in classroom tasks because they find them interesting or personally important. On the other hand, students feel less academically buoyant when they develop a poor quality of motivation, namely they are engaged in academic activities out of internal or external pressure.

In support of our Hypothesis 2b, a test of indirect effects showed that T1 autonomous and controlled motivation mediate the negative relation between T1 need frustration and T2 academic buoyancy ($\beta = -.12$, $p < .05$, $\beta = -.08$, $p < .05$ respectively, see Table 8). Additionally, T1 need satisfaction related directly and positively to T2 academic buoyancy ($\beta = .40$, $p < .01$).

The relation of T2 academic buoyancy and T1 self-determined motivation to T3 grades (Hypothesis 3).

Students' T2 academic buoyancy was positively related to final grades ($\beta = .18$, $p < .05$ in need satisfaction model, $\beta = .17$, $p < .05$ in need frustration model). Controlled motivation was also negatively related to final grades ($\beta = -.19$, $p < .05$ in need satisfaction model, $\beta = -.23$, $p < .01$ in need frustration model). It seems that when students possess a high level of academic buoyancy in EPP, they perform better in English courses, and when students are instigated by controlled motivation in English classes, they do not perform so well.

A test of indirect effects in the model of need satisfaction (Figure 8) showed that academic buoyancy mediated the positive relation between T1 need satisfaction and T3 grades ($\beta = -.07$, $p < .05$, see Table 8), supporting Hypothesis 3. In the model of need frustration (Figure 7), T2 academic buoyancy mediated the positive relation between T1 autonomous motivation and T3 grades ($\beta = .06$, $p < .05$). It is worthy also to note that T1 controlled motivation mediated the negative relation between T1 need frustration and T3 grades ($\beta = -.08$, $p < .05$).

Table 8

Results of the test of indirect effects – the two models for need satisfaction and need frustration as the predictors

Paths for the indirect effects	Unstandardized parameter estimates			Standardized parameter estimates	95% Confidence Intervals
	Estimate	SE	Z-score	β	CI
T1 Need satisfaction → T2 buoyancy → Grades	0.144	0.061	2.362	.071*	0.012 – 0.492
T1 Need frustration → T1 Autonomous motivation → T2 buoyancy	- 0.154	0.064	-2.419	-.124*	-0.029 – -0.530
T1 Need frustration → T1 Controlled motivation → T2 buoyancy	- 0.095	0.049	-1.964	-.077*	-0.004 – -0.356
T1 Autonomous motivation → T2 buoyancy → Grades	0.166	0.074	2.253	.057*	0.013 – 0.571
T1 Need frustration → T1 controlled motivation → Grades	- 0.141	0.058	-2.451	-.084*	-0.022 – -0.486

Note. * $p < .05$; the Confidence Intervals were calculated with the Bootstrap method (n = 1000 replications)

CHAPTER 5: DISCUSSION

Introduction

By considering the importance of the transitional period between high school and university life, we deemed important to investigate the motivational factors that influence students' optimal functioning (e.g., persistence, achievement) in English preparatory programs. For this reason, two studies were carried out. The purpose of this chapter is to present an overview of each study and to summarize and discuss the main findings of each of them. Practical implications, suggestions for further research and limitations are also presented in this chapter. All these are presented study by study. Reflections of the researcher are presented at the end of this chapter.

Study 1

Overview of the study

The aim of Study 1 is, first, to clarify how motivation has been conceptualized and operationalized in the existing literature of the EPP and EAP context, and second, to identify the characteristics of the classroom environment and students' personal attributes that enhance motivation in the EPP and EAP context. Therefore, a systematic review was carried out to address the following three research questions:

Research question 1(RQ 1) Is motivation conceptualized consistently with a prominent motivational theory in published studies in the context of L2 English learning in EAP programs and EPPs?

Research question 2 (RQ 2) Is motivation operationalized consistently with the definitions given by the authors and/or motivational theories in published studies in the context of L2 English learning in EAP programs and EPPs?

Research question 3 (RQ 3) What is the relation of each motivational construct coming from various motivational theories to context-related factors such as instructional strategies or materials as well as to student-related factors such as students' abilities, learning strategies or achievement in published studies in the context of L2 English learning in EAP programs and EPPs?

To conduct this systematic review, the guidance of Gough et al. (2013) and the PRISMA statement (Moher et al., 2009) was followed. Initially, keywords were specified and inclusion/exclusion criteria were established to select the studies. By following the planned procedure, Web of Science (Core Collection), Scopus and ERIC databases were used to gather articles. To be able to select relevant articles, a map was created and articles were screened and reviewed, and information was coded in this map, which enabled the final selection of articles. Among the 127 articles that were initially reached, 30 articles were selected for an in-depth review. These articles were classified according to the motivational framework/construct they used and they were reviewed in terms of the conceptualization and operationalization of motivation along with identification of the correlates of motivation in EPP and EAP context.

Major findings and conclusions

The conceptualization of motivation (Research Question 1)

In-depth review of each of the thirty articles was processed and the results were shared according to the theoretical orientation of the article. The findings regarding the conceptualization of motivation in published studies in the context of L2 English learning in EAP programs and EPPs (see RQ1) showed that not all the selected articles conceptualized motivation consistently with the prominent theoretical frameworks. There were 16 articles that defined motivation in EPP and EAP context very clearly and consistently with a motivational theory, and there was also a remarkable number of articles ($n = 9$) where partial consistency of the conceptualization of motivation were found. However, in five articles, the missing or inconsistent definition of motivation was obvious that hinders the reader from understanding what is actually defined and studied in terms of learner motivation.

Regarding Gardner's and Dörnyei's motivational theories and constructs, the results of the in-depth review of eleven articles showed that there was a consistent conceptualization of each component of L2MSS (Dörnyei, 2005; 2009) or of instrumental and integrative motivation (Gardner, 1985). The difference between the ideal versus ought-to self components of learners' motivation in EAP and EPP context was presented clearly as well as to what extent one of these components outweighs the other. On the other hand, it was also observed that the third component of Dörnyei's (2005; 2009) L2MSS, the L2 learning experience, was less presented and discussed as an integral part of students' motivation; only two studies referred to it. This could be because the learning experience refers to how the learner perceives the learning environment rather than to learner's desire to be involved in an action

(e.g., joining a class activity). Interestingly, when Dörnyei (1990; 1994) introduced the learning situation which is the basis of the learning experience, he defined it as being consisted of motives such as the course and the teacher. Crookes and Schmidt (1991) claimed thirty years ago that the literature on second language learning failed to distinguish between social attitude and motivation. Likewise, the most widely used motivational framework in L2 learning, Dörnyei's framework, still does not clearly distinguish between learner motivation and learning situation. Probably more discussion is needed in Dörnyei's framework about whether learner motivation is an external or an internal process. By considering the course or the teacher as a "motive" in the learning process, a behavioristic approach of learning is implied.

The results also showed that the motivational constructs of Gardner's (1985) Socio-educational Model, which are the integrative and instrumental motivation, were defined clearly and accurately in the reviewed studies. However, although Gardner's and Dörnyei's motivational theories and constructs share some similarities, the overlapping definitions were not clarified in the studies that used both theoretical frameworks. Specifically, both Dörnyei's ought to L2 self and Gardner's instrumental motivation refer to being involved in an action by focusing on external outcomes such as avoiding having low scores (i.e., ought to L2 self) or getting benefits (i.e., instrumental motivation). Moreover, Gardner's integrative and instrumental orientations are both incorporated in the ideal L2 self as Dörnyei and Ushioda (2011) also stated. However, this overlap among these concepts was not presented in the articles reviewed in this study.

The systematic review of the six articles that used WTC as a theoretical framework in their research revealed that WTC construct was conceptualized clearly and accurately. WTC construct was explicitly presented by showing how this construct evolved from being trait like and static to being situational and dynamic in all the reviewed articles. The prevalent functions of WTC suggested in studies were "voluntary participation" and "readiness to use L2". The possible fluctuations in WTC, suggested also by the pyramid model of L2 WTC variables (MacIntyre et al., 1998), were investigated in some studies. Specifically, to what extent WTC level is affected by social network ties (Gallagher & Robins, 2015; Gallagher, 2019), individual and contextual factors (Cao, 2013; 2014), students' learning style and teacher's behavior (Heidari et al., 2017), and by dialogic discourses (Ahmadi, 2017) was presented and discussed clearly in the reviewed articles.

The systematic review of the eight articles that used the self-determination theory (SDT; Deci & Ryan, 1985; Ryan & Deci, 2000; Ryan & Deci, 2017) as the framework to define motivation revealed considerable misconceptions and distortions of the conceptual definitions. In the EAP context, intrinsic and extrinsic motivation were not clearly and accurately defined in consistent with the theory. Specifically, intrinsic motivation was presented as the amalgam of motives such as individual's identity and feelings of well-being and satisfaction (Bensoussan, 2015) or the internally driven desire to learn out of a personal interest (Lee & Lee, 2018) or as a deep learning approach (McLaughin & Durrant, 2017). On the other hand, extrinsic motivation has been also conceptualized as a set of different motives. For example, it was defined as the lack of self-determination in the performed actions in Abrar-ul-Hassan (2014), but as competition, compliance, desire for high grades, and

seek of recognition and social sharing in Komiyama (2013). Moreover, the separate forms of extrinsic motivation suggested by SDT (i.e., external, introjected, identified and integrated regulations) were not considered by any of the studies that investigated motivation in EAP context. Consequently, motivation was not differentiated to autonomous or controlled in any of the studies of motivation in EAP. It is obvious that neither in EAP nor in EPP context this prominent motivational theory was considered as a theoretical framework that underscores two different qualities of L2 learners' motivation in higher education.

Similar to WTC conceptualization, in all the three studies that used attribution theory to define motivation, success and failure attributions were defined in accordance with the theory (Weiner, 1985; 2000). Locus of causality was defined as attributing experience of success and failure to internal (i.e., lack of ability) and external (i.e., luck) reasons. Lack of ability (Paker & Özkardeş-Döğüş, 2017), mood (Chang et al., 2017) and determination of success (Demir, 2017) were some of the internal attributions of success and failure investigated in the studies. Stability was defined in all the three studies as the likelihood of change in the perceived causes of success or failure and controllability was defined as the amount of individuals' control over the perceived causes of success and failure and in all the three studies "teacher" was defined as an uncontrollable attribution of both success and failure.

The systematic review of the two articles that examined achievement goal orientations (Dweck, 1986; Dweck & Leggett, 1988; Elliot, 1999; Elliot & Church, 1997; Pintrich, 2000) as the framework to define motivation showed that both mastery and performance goal approaches were conceptualized in line with the

theory. Task/mastery goal orientation was regarded as adaptive and defined as individuals' focusing on the task in order to master learning or learning how to do the task. Performance goal orientation was, on the other hand, regarded as maladaptive and defined as individuals' focusing on the outcome (i.e., quiz score) and as their competing with others to achieve and succeed more. In both studies, common aspects and association between SDT (i.e., intrinsic versus extrinsic motivation) and goal orientations (i.e., mastery versus performance goal orientation) as well as Gardner's motivational constructs (i.e., integrative and instrumental motivation) were introduced.

Ro (2016) was the only study that used Eccles and Wigfield's (1995) expectancy-value model as well as Gardner's (1985) integrative orientation. Extrinsic utility value, intrinsic value and cost were the three aspects of the expectancy-value theory which were examined in this study. It can be concluded that the definitions of all the motivation constructs were in consistence with the theory. However, as Wigfield and Cambria (2010) pointed out, the components of the task value (importance, interest, usefulness and cost) are tied to the SDT's self-determined reasons that regulate academic behavior. This overlapping among the motivational constructs of the expectancy-value model with SDT is not presented in Ro (2016). To clarify, the intrinsic value was defined in this study as an activity being fun and pleasurable, which is very similar to the definition of intrinsic motivation in SDT, and extrinsic utility value was defined as an activity being useful, which is related to a focus on the separable outcomes of the activity than on the inherent pleasure (i.e., extrinsic motivation from SDT perspective). A systematic review of only one study hinders us from generalizing that the conceptualization of this theory is accurate or not in the

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literature of learning English as a foreign language and shows us that the expectancy-value theory, a well-known motivational theory, is almost neglected in the context of EAP and EPP.

There were three other studies that defined motivation by using some constructs which do not belong to any prominent motivational theory. These studies could not be categorized under any well-grounded motivational theory and the in-depth review of these articles revealed the fact that in all these articles there is a lack of conceptualization of motivation. For example, to understand students' degree of motivation in L2 learning, learner attitudes (Chen et al., 2004) and making choices to experience learning (Huang et al., 2006) were examined. In Meniado's (2016) study, interest was the main focus understanding students' motivation to read and intrinsic motivation was thought to have a potential to shape student motivation; however, it would mislead the reader to say that SDT was the main concern of this study.

The operationalization of motivation (Research Question 2)
The findings regarding the operationalization of motivation in published studies in the context of L2 English learning in EAP programs and EPPs (see RQ2) showed that there is an overall consistency between the conceptualization and operationalization of the motivational constructs of the prominent motivational theories. The majority of the articles ($n = 17$) measured motivation fully consistent with the defined motivational constructs and the corresponding theory. There were six articles that measured motivation partially consistent with a specific theoretical framework. There were two articles in which, although one of the motivational constructs was measured consistently with a motivational theory, another

motivational construct was not measured according to the corresponding theory. On the other hand, there were five articles two of which measured motivation in an inconsistent with the theory (as well as the definition) manner and three of which did not operationalize motivation at all.

The systematic review of articles that used Gardner's or Dörnyei's motivational theories and constructs showed that motivation was operationalized consistently with the conceptualizations in the relevant studies ($n = 7$) and/or with the defined motivational frameworks. Gardner's integrative motivation was measured in the studies ($n = 2$) through expressions from students who state to have positive experiences in the target culture (see Gürsoy & Kunt, 2009) and through having interest in learning L2 and the willingness to speak like a native English speaker (see Gardner & Yung, 2017). These operationalizations were consistent with Gardnerian motivational concepts. Effort, desire and attitude components of Gardner's (1985) perspective were also identified in one's effort to improve English, the desire to apply the content learned and practiced before, and feelings of enjoyment, for example, or favorable attitudes towards the course content (see James, 2012) all consistent with Gardner's model. Ideal L2 self, ought-to L2 self and L2 learning experience were also measured consistently with L2MSS introduced by Dörnyei (2005; 2009). Ideal L2 self was identified in students' aims like hearing good comments (i.e., praise) from their classmates (see Ross & Stracke, 2016), the desire to speak in English like a native speaker (see Subekti, 2018) and feeling successful while being good at English (see Gardner & Yung, 2017). Ought-to L2 self, on the other hand, was operationalized as external forces that push the learner to learn English, to meet the course requirements or to satisfy others' expectations. L2

learning experience, as the third component of L2MSS, was identified in students'
perceptions towards a self-access course or in enthusiasm towards activities in
English classes; therefore, students' level of motivation was assessed through their
evaluation of a course-related factor, rather than the motive they are engaged in that
course or activity. Learning situation level as a more general framework of
motivation (Dörnyei's, 1994b) was also measured in two studies (see Asoodar et.al,
2016; Huang, 2006) consistently with the definitions provided in the motivational
framework. It was measured by students' focused attention and fondness while
joining activities under specific situational factors (i.e., classroom environment).

Operationalization of WTC construct was consistent with the theoretical frameworks
presented in all the relevant studies ($n = 6$). WTC was measured mostly through
willingness to initiate communication, and voluntariness to speak up, ask questions
and to share ideas. Therefore, a clear and consistent operationalization was obvious.
There was a balance between the studies that followed a qualitative approach and the
ones that followed quantitative approach, as well. An adapted version of the original
WTC scale (McCroskey, 1992) and a WTC scale derived from previous studies (i.e.,
Cao & Philp, 2006; Weaver, 2005; Xie, 2011) were used to measure WTC in
quantitative studies whereas in some studies a qualitative approach was followed and
interviews or reflective journals were preferred in the process of WTC
operationalization. Both of these research designs could accomplish the measure of
WTC with the WTC scales mentioned above.

SDT operationalization in the eight articles that were reviewed in this study was
observed to be mostly problematic as the majority of these articles ($n = 7$) did not

operationalize motivation consistently with the SDT. Intrinsic motivation was identified in talents and feeling of success (see Abrar-ul-Hassan, 2014) and feelings of autonomy, competence and relatedness were presented as subcomponents of intrinsic motivation (see Lee & Lee, 2018). Another issue that should be highlighted is that operationalization of differentiated types of extrinsic motivation (i.e., identified regulation) as well as autonomous and controlled motivation were missing in the reviewed articles. A third issue regarding the operationalization of motivation was the overabundance of motivational components measured in the reviewed articles. It was observed that, in some articles, intrinsic and extrinsic motivation was accompanied by either Gardner's integrative and instrumental motivation (Bensoussan, 2015; Lee & Lee, 2018) or by Dörnyei's ideal and ought-to L2 self (Chen & Brown, 2012). This makes it difficult to focus on the operationalization of motivation and to reach clear and accurate conclusions.

With a systematic review of three studies that focused on attribution theory (Weiner, 1985; 2000), it was seen that there was not a major problem regarding operationalization of success and failure attributions. Common aspects of the theory (i.e., locus of causality) were measured consistently with the definitions in the studies and the theory. However, instruments used to measure motivation varied in each study and it is not possible to say that each single dimension of the theory was operationalized in line with Weiner's theory as it was not shared which item measured which component of attribution theory in some studies (see Demir, 2017). It might be thought that we cannot generalize these results only with three studies; however, the sufficient number of participants ($\sum = 356$) of these studies should not

be ignored. Finally, it was interesting to see that two of the three studies held in the EPPs in Turkey measured success and failure attributions.

Macayan et al. (2018) and Woodrow (2006) used achievement goal theory (Ames, 1992; Dweck & Leggett, 1988; Elliot, 2005; Middleton & Midgley, 1997; Nicholls, 1984) to define motivation and the operationalization of goal orientations was consistent with the conceptualizations in the studies and the theory. There were only two studies that examined achievement goal theory in EAP and EPP context. However, like it was the case in the operationalization of attribution theory, the sample of both studies was large enough.

In Ro's (2016) study, expectancy value theory (Atkinson, 1957; Eccles et al., 1993) was operationalized consistently; however, there was only one study that focused on this theory.

Motivation was also operationalized through learners' reading interest (Meniado, 2016), attitudes towards a course (Chen et al., 2004), and choice, desire, and motivational intensity (Huang et al., 2006). There is an intersection between these constructs and the motivational constructs of well-known motivational theories (i.e., SDT). However, an unclear operationalization of learners' attitudes towards the course in Chen et al.'s (2004) study, and complexity and variety of motivational constructs introduced in Huang et al.'s (2006) study was observed. Moreover, motivation was not clearly defined in these studies and therefore, we cannot conclude whether the operationalization of motivation was consistent with the conceptualization of motivation. Nevertheless, in Meniado's (2016) study motivation

was measured consistently with the definitions provided for intrinsic motivation and integrative motivation by the relevant theories, but these theories were not adopted as theoretical frameworks in the study.

From the above findings regarding the operationalization of the motivational constructs of each theoretical framework, the operationalization of the SDT motivational constructs was the most problematic as well as the assessment of motivation in the three studies that did not provide any definition of it. It was also observed that some of the studies assessed a plethora of overlapping motivational constructs from different theories making difficult to provide a concrete depiction of learners' motivation in EAP and EPP context. It seems that some studies, in the EAP and EPP context, do not really focus on what motivation is and what is the most accurate manner to assess specific and well-defined constructs. The results, therefore, such studies are not trustful and considering that only 30 studies have studied motivation in EAP and EPP context, if we will exclude among them those with a non-accurate operationalization, we will see that L2 learning motivation, although it is the desired student state by English teachers, is understudied.

Context-related correlates of motivation (Research Question 3)
Regarding the third research question (RQ3), student-related and context-related correlates of motivation were examined within the articles ($N = 25$). Teachers' instructional behavior, classroom social environment, course content, educational materials and online learning tools can be counted as examples to contextual factors that are linked with L2 learning motivation in EAP programs. Out of the 30 articles, 11 articles were reviewed to examine contextual correlates of motivation and in nine

articles conceptualization and operationalization of learners' motivation was consistent with each other or with the appropriate motivational theory.

The few studies that conceptualized and assessed learners' L2 motivation in a valid manner showed that "teachers" shape the L2 learning process with their instructional behaviors, teaching styles or personalities. When teachers encourage students to be active participants of the L2 environment and to engage in discussions and share their ideas the students are willing to communicate in English (Heidari et al., 2017) and enjoy the learning process (i.e., intrinsic values; Ro, 2016). Sharing positive feedback openly (e.g., praise) and considering students' actual language level in the teaching process (i.e., asking questions) were also found to be positively linked with L2 WTC. Non-controlling, understanding and friendly behaviors of teachers, and teachers' setting up clear and well-organized classroom rules were also among the contextual variables that seem to enhance L2 WTC in the EAP context. It was also found that a computer mediated instructional environment can develop both students' ideal and ought- to L2 self while observing their peers and working with them (Chen & Brown, 2012). In L2MSS, it is possible that L2 learner's self-image (i.e., ideal L2 self) could transform into ought-to L2 self or vice versa depending on the life conditions of the learners and the social environment (Dörnyei, 2009; Kim, 2009a; 2009b). Depending on the internalization of future self-images, ought-to L2 self could enhance positive learning outcomes as well as ideal L2 self.

Related to the learning environment, the dialogic patterns, the social network ties, the topics covered in classes, the task types as well as the role of classmates and group size were also found to be significant contributors of L2 WTC. Apart from teaching

style, what learners do in class and how they interact with each other were also examined in some studies (e.g., Cao, 2013). It was found, for example, in Ahmadi's (2017) study that when students interact more with each other and hear the voice of their classmates, they have higher confidence to speak up and participate in the activities. Developing mutual interactions in the same classroom environment was also found to support students' WTC (Gallagher, 2019). On the other hand, the dominant role of a participant in a discussion group could affect students' WTC negatively. When the activity is perceived as difficult by the student (Cao, 2014) L2 WTC level may also drop. Therefore, it can be seen that there is not a specific single factor that determines language learners' voluntary participation. The mood, the level of activity, the teacher or even a discussion group partner could lead to fluctuations in students' willingness to speak up in activities.

There were also few studies that investigated context-related factors other than instructional strategies and classroom interaction patterns. The role of podcasting as an online learning tool (Asoodar et al., 2016), the self-access language learning (SALL) online program (Gardner & Yung, 2017) and course materials (Huang, 2006) are among these other context-related factors that considered as correlates of learners' motivation which was assessed by Dörnyei's theoretical framework. The instructional tools and materials related to both ought-to L2 self and ideal self as well as to learners' attitudes towards the learning environment.

Although there are various antecedents and precedents of L2 learning motivation in EAP context, there are some drawbacks of the reviewed studies that hinder us from generalizing the results for the researchers and educators. First, there is a lack of

clarity of the concepts that the researchers have investigated or a lack of accuracy of the measures that they used. Second, in most of the reviewed studies which examined context-related factors, L2 WTC was used as a framework to define students' motivation in EAP context. Although these studies underscored the dynamic nature of L2 WTC as a function of social network ties, teacher communication behavior, classroom environmental conditions including teaching styles, interest in the topic, and L2 transfer motivation, the relation of other motivational constructs to context-related factors has not been systematically investigated. Is the instructional environment of EAP and EPP classes only concerned about students' willingness to communicate? What is the relation of the instructional environment of the EAP and EPP classes to students' intrinsic or extrinsic motivation, to their achievement goals or attributions of success and failure? These questions have not been answered by the existing literature. Third, in most of the studies there was a low number of participants who mostly were Asian. Finally, most of the researchers applied qualitative research design by using interviews to measure the motivational constructs and the context-related correlates. Although interviews, when they are administered properly, can reveal the multiple aspects of a phenomenon permitting for a deep understanding, the reviewed studies were not involved in such a deep and clear interpretation of the qualitative data. On the other hand, apart from qualitative studies, quantitative studies with large-size samples of EAP programs or EPPs are needed to investigate hypothesized relations between context-related factors and motivational constructs.

Student-related correlates of motivation (Research Question 3)

Student-related correlates of motivation were also considered in 10 out of the 30 reviewed articles. Academic achievement, students' pride, acculturation, motivation to transfer L2 learning, gender, and metacognitive learning strategies were examined as student-related correlates of L2 learning motivation in EAP programs and EPPs. In only five of these 10 articles in which we reviewed student-related correlates of motivation, conceptualization and operationalization of learners' motivation were consistent with each other or with the relevant motivational theory.

The role of achievement was examined in six studies as a correlate of L2MSS (Subekti, 2018), success and failure attributions (Paker & Özkardeş-Döğüş, 2017), goal orientations (Macayan et al., 2018; Woodrow, 2006), and instrumental, integrative and intrinsic motivations (Bensoussan, 2015). In the majority of these studies, there was a consistent operationalization of motivation with a relevant theory. Moreover, it was not only L2MSS, WTC or Gardner's approach but also goal orientations that was used to conceptualize motivation. However, the results of these two studies do not support each other. It should also be remarked that very few studies tried to explore the relation of motivation to achievement. Another specific issue that was revealed is that in Subekti's (2018) article, there was a very detailed and clear conceptualization of motivation; however, the very low number of participants in this study hinders us from generalizing the result to a wider population. The role of achievement in the context of EAP and EPP cannot be underestimated especially when considering the high expectations and strict requirements of these contexts. Therefore, it is obvious that further investigation is needed and more specific measures are necessary except for the current body of

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work. For example, the role of self-determined forms of motivation (i.e., autonomous motivation) on achievement is obvious in the literature (Soenens & Vansteenkiste, 2005; Joe et al., 2017); however, no study in the literature examined the link between SDT and L2 achievement in the EAP and EPP context.

As well as the role of achievement, there were some other student-related correlates of motivation examined by five articles. Affective factors (Ross & Stracke, 2016), acculturation (Gürsoy & Kunt, 2019), motivation to transfer L2 learning (James, 2012), gender and department (Demir, 2017), and metacognitive reading strategies (Meniado, 2016) were among these student-related correlates of motivation. The systematic review of these five articles revealed that praise coming from inside and outside the classroom is linked with ideal and ought-to L2 self components of L2MSS. Moreover, feeling integrated into the culture of the target language was suggested to be important for L2 learners to have a smooth acculturation process in the context of EPP in Gürsoy and Kunt's (2019) study; however, the problematic research design and insufficient information provided in the study needs careful consideration. Low number of participants in the quantitative study of James (2012) also suppressed the significance of instrumental motivation in the context of EAP and an important result of this study, that instrumental motivation is linked with EAP learners' desire to transfer what they have learned to other courses. Finally, there were an abundant number of theories and terms used to measure motivation which are not interrelated to each other. This was another problem observed not only in Meniado's (2016) study but also in some other studies (see James, 2012) included in this systematic review.

Overall conclusion regarding research question 3

Systematic review of 25 articles revealed that very few studies investigated the correlates (either context-related or student-related) of motivation in the EAP and EPP context and in these few studies motivation was only conceptualized by using WTC construct, L2MSS components, achievement goal theory or attribution theory. Another crucial finding of this study is that, in a considerable number of studies, the conceptualization of motivation does not correspond to the assessment of motivation. Moreover, related to the methodology of articles, most of the studies have had very small sample sizes and problematic methodologies have been observed in a remarkable number of studies. The majority of studies were qualitative or quantitative rather than longitudinal; therefore, we do not know a lot about the long-term consequences of the role of context-related and student-related factors on L2 learning motivation. Most studies were conducted predominately with Asian samples which had also been highlighted in Boo et al.'s (2015) review of literature. Additionally, there were very few ($n = 3$) studies that were held in EPPs. In general, it is likely that we encounter motivation as an outcome of context-related and student-related factors; however, whether this relation leads to educational outcomes such as persistence and achievement was not tested. In addition to this, the combination of context-related and student-related factors that influence L2 learning motivation was observed only in few studies. It would be better for the educators to see, for example, which student-related factor facilitates learning more when accompanied by a context-related factor.

The conclusion is that, the concept of motivation is theoretically disorganized, various motivational constructs overlap with each other, and different terminology is

used for the same motivational construct (e.g., intrinsic motivation). These lead to a more general problem: there is not a common understanding of what is motivation in EAP and EPP. Even if we accept that research of motivation in EAP and EPP context can be enriched by studies that conceptualize motivation through different lens, it is detrimental for improving the EAP and EPP curricula to rely on research of low quality in which concepts and operations are not consistent or the findings coming from five or six English learners. In the light of these results, although there is a contribution of studies in the literature that examine various correlates of motivation, the potential enhancement of the construct of motivation toward positive learning outcomes in the EAP and EPP context has yet to be realized.

Study 2

Overview of the study

As the systematic review of Study 1 showed, most of the existing studies that investigated learners' motivation and its context-related and student-related correlates in EAP programs and EPPs did not assess motivation according to clear theoretical definitions. Many of them were qualitative with small samples and quality of motivation from the SDT perspective was not considered in none of them although this theory makes a unique distinction of types of motivation that are optimal (i.e., autonomous motivation) and types of motivation that are non-optimal (i.e., controlled motivation) for students' success and well-being. Study 2 addressed these limitations by applying a prospective design to a medium-size student sample of EPPs, using reliable and valid measures to assess students' motivational experience from the SDT perspective and student-related correlates. Specifically, Study 2 aimed to better understand students' optimal functioning in the normative

educational settings of EPP by considering academic buoyancy as the mediator between students' motivational experience and achievement in EPPs. The research questions of Study 2 were as follows:

Research question 1 (RQ 1): To what extent is students' academic buoyancy at the end of an English course in an EPP predicted by their initial motivational experience?

Research question 2 (RQ 2): To what extent does students' academic buoyancy at the end of an English course in an EPP mediate the relation between students' initial motivational experience and final academic achievement?

To conduct Study 2, a prospective research design was adopted and the relation of motivational experience at the beginning of a two-month course (T1) in EPPs to final levels (T2) of academic buoyancy and, through it, to achievement in the course's final exam (T3) was examined. In this study, 486 Turkish students from three EPPs in Ankara, Turkey participated. Among them 267 students participated in both T1 and T2. Data was collected in the second (T1) and seventh (T2) week of the eight-week-period in the EPPs. Survey was conducted to collect data and students reported their gender, department, age and the number of courses they repeated, if any. They also responded to items related to need satisfaction and frustration, quality of motivation and academic buoyancy. Finally, students' final exam scores in the English course were collected from the participated EPPs. In terms of preliminary analysis, Cronbach alpha for each subscale was calculated and CFA to test the factor structure of all the measures was conducted using the R software with robust

maximum likelihood estimation. The mean of each subscale was computed and the descriptive statistics and bivariate correlations were checked. Gender difference was also examined. In the main analyses, Structural Equation Modelling (SEM) was conducted and two separate models were tested for need satisfaction and frustration as exogenous variables. The significance of indirect effects in the models was also examined.

Major findings and conclusions

In line with theory and research suggesting that satisfaction or frustration of basic psychological needs predicts students' quality of motivation (Deci & Ryan, 2000) and that various motivational factors positively predict students' academic buoyancy (Martin & Marsh, 2006; 2008), in the current study, we investigated to what extent students' end-of-course academic buoyancy in EPP is predicted by their initial self-determined motivation (operationalized as need satisfaction or frustration and quality of motivation). Are self-determined students more buoyant when they face setbacks in EPPs? Secondly, consistent with prior research showing that academic buoyancy predicts academic achievement (Joe et al., 2017; Martin, 2014) and in an attempt to investigate predictors of achievement in normative educational settings, we examined whether students' end-of-course academic buoyancy mediated the relation between students' initial self-determined motivation and end-of-course achievement.

According to our predictions, when students perceived high need satisfaction in the EPP, they were also highly autonomously motivated. Alternatively, when they perceived need frustration, the quality of their motivation was less autonomous and more controlled. Moreover, autonomous and controlled motivation were mechanisms

through which initial levels of need frustration in EPP were manifested to subsequent academic buoyancy. Interestingly enough, initial levels of need satisfaction and frustration in EPP were also directly related to subsequent academic buoyancy. Together, these two findings verify our initial argument that self-determined motivation (operationalized as need satisfaction and a sense of volition and personal causation, which is autonomous motivation) is also needed in order for students to navigate the academic setbacks.

Additionally, according to our predictions, high academic buoyancy at the end of the academic term was positively related to high final grades in the English course. Interestingly, apart from high academic buoyancy, low controlled motivation directly predicted high grades. Previous research in SDT has also shown that quality of motivation relates to academic achievement (Soenens & Vansteenkiste, 2005). The present study showed that students' success in the normative settings of EPPs depended on both their quality of motivation and their ability to "float on academic water". Moreover, students' success in EPPs depended on need satisfaction as it was positively (and need frustration negatively) related to final grades through academic buoyancy (or controlled motivation).

Implications for practice

The findings of Study 1 suggest that EAP and EPP programs should consider the extent to which learners are motivated and what they can do to facilitate their students' motivation to learn English as a second language. By looking at the empirical evidence (Mystkowska-Wiertelak & Pawlak, 2014; Yashima, 2002), it can be seen that WTC has a significant role in learning English. If a student can speak

with his/her own will, it shows that this student's WTC level is high and the learning outcome is expected to be positive. The more language learners join conversations, the more they will be able to practice the language. To this end, to provide students with a suitable environment to communicate, there are things teachers can do. For example, network patterns in speaking activities can be diversified. Pair and group works have become common in the last decades. However, how to form up these network patterns should also be considered. From cultural background of students to their personality, different variables should be considered while forming up discussion groups in English classes as research suggests that the dynamics in network ties matter (Gallagher & Robins, 2015). The importance of praise and feedback should also be considered as important factors that encourage L2 learners to speak up. However, a prescription how this should be done had better not be given as each individual is different and has different needs. Course content is another factor that should be revised and improved by teachers. Especially in the last decade, various online components have been developed and offered to schools. Depending on the needs of students, online materials used in L2 lessons can be enriched and utilized. But again, a selective approach should be adopted and purposeful materials should be preferred based on learners' needs. While doing so, it may be expected from teachers to have received sufficient training on educational technology. It is important for teachers and students to be on the same page and to speak the same language. Trying to benefit from online materials, teachers should not be excluded from the learning process and, therefore, be provided with sufficient guidance and training. There is another point schools as well as teachers should be involved in such as provision of psychological counseling and guidance units. From kindergarten to high school, students have the chance to get guidance from these units in their

schools. Universities also have these units; however, to what extent they are sufficient should be considered. Students' attributions of their success and failure play an important role in their learning process. Struggling with academic setbacks because of attributing failure to external and uncontrollable reasons might lead to lower achievement and even dropouts. That is why, the importance of these units ought not to be underestimated.

The findings of Study 2 suggest that EPPs need to create a need-supportive environment in order for students to be engaged in learning activities for self-endorsed versus imposed-by-others reasons and be buoyant in adverse academic situations. In EPPs, teachers need to show their students that they have choices in the way they will approach the course activities and a voice about the content or the conditions of the learning process (satisfaction of need for autonomy; Reeve, 2006). They also need to support students' self-initiation, take their perspective to understand their point of view and acknowledge their preferences and feelings. To satisfy students' need for competence, teachers need to provide informational feedback, clear expectations, fading scaffolding and a rationale for the usefulness of the course activities (Assor, Kaplan, & Roth, 2002; Mouratidis, Vansteenkiste, Lens, & Sideridis, 2008). Moreover, students need to feel that their teacher is available to support and listen to them, that their teacher accept and love them and recognize them as valuable members of the classroom group (satisfaction of need for relatedness; Reeve, 2006). Under such need-supportive conditions, less need frustration will be perceived by the students and the potential of a good quality of motivation and high academic buoyancy will be increased, preventing students from failure in exams and repetition of courses. Especially in the Turkish context, where

EPPs tend to fail to address Turkish students' low English proficiency level and low motivation (British, 2015), training English teachers of the EPPs to be need-supportive seems to be important for students' academic buoyancy and success.

Implications for future research

The findings of the systematic review may have practical implications for the field of education (see Figure 8). As this study suggested, there are both context-related and student-related factors that contribute to students' motivation in the L2 learning process. However, the problems encountered in the conceptualization and operationalization of motivation show us that based on motivational theories a better theoretical justification of motivation in the EAP and EPP context should be provided. To be able to do this, researchers should take into consideration the definitions and similarities or differences of motivational constructs provided in the literature and design their research in a more conscious manner. Moreover, well-grounded theories to conceptualize motivation should be preferred by the researchers so that the complexity and confusion related to the definition of motivation could be avoided. The researchers need also to study students' motivation and its correlates in the context of EAP programs and EPPs with larger samples, rigorous analyses of the data and in other cultural environments than the Asian. In this way, more accurate results regarding learning English as a second language in higher education could be reached. This will also help instructors and policymakers determine what can be done in the classroom, what kind of changes can be made in curricula, and which of these factors mostly contribute to motivation in L2 learning. Moreover, instructors could understand the needs and expectations of the learner profiles. Understanding the motives behind students' learning English could help instructors to design their

courses and, therefore, provide the students with better content and atmosphere in the classes. The possible mediating role of integrated regulation between autonomous motivation and academic buoyancy could be examined through future research. Conducting multilevel analyses might also enable researchers to see class-level and even school-level effects and to observe a wide range of scenarios and situations that shape learning outcomes. Precedents and antecedents of academic buoyancy could also be investigated in a longer period of time. For example, diary studies would help researchers to closely observe what factors might be linked with students' academic buoyancy. It would be even better to focus on motivational experiences before and after academic setbacks such as exams. In this way, the possible links and direction of relationships among variables could be investigated by the researchers.

Figure 8. Summary of further implications

Limitations and future directions

Study 1 has some limitations that should be considered. First, related to the data collection process, the articles were selected from three databases only (i.e., Web of Science, Scopus and Eric) and probably not all the related empirical studies were reached. Therefore, future systematic reviews aiming to depict learners' motivation in the EAP programs and EPPs could consider the use of more databases. Second, the search in the databases was performed up to June 20th, 2019, and probably there are additional published empirical studies since then. Third, full-text articles from only one database were screened by two raters according to the inclusion and exclusion criteria, while the articles of the two other databases were screened only by one rater and only doubtful articles were screened by the second rater as well Although the agreement between the two raters was satisfactory, we could say that "risk of bias" of the included studies could be further avoided if all the selected articles were reviewed by both raters (Higgins & Green, 2008).

Study 2 also has a number of limitations to be taken into consideration. The first is that the data were self-reported and therefore students might have given desirable answers while responding to the items or focused only on their recent experience. Also, no causality among studied variables was investigated which can only be inferred by experimental studies. Second, autonomous motivation was operationalized as the mean of intrinsic (e.g., it is fun) and identified (e.g., it is important) behavioral regulation. However, according to SDT, autonomous motivation consists of integrated regulation as well (e.g., behavioral regulation through personal values and self-identity), which was not assessed in this study. Future research could investigate to what extent the inclusion of integrated regulation

would strengthen the relation of autonomous motivation to academic buoyancy. Third, data were collected from three universities in Turkey and results may not be generalized to other contexts. Fourth, by having a small number of students from each participating class, class level differences in students' reports were not considered. Future research might therefore look to conduct multilevel analyses to formally assess class-level effects. Fifth, the type of the high school (e.g., private school or vocational schools from which the university students graduated was not considered. Finally, this prospective study was held in two-month courses and the time between initial and final surveys was only five weeks. There would be merit in assessing academic buoyancy and its predictors and outcomes in a longer period of time as well as through repeated measures (e.g., diary study), if possible, before and after specific academic setbacks. Such a design would therefore enable researchers to show the dynamic relationships among the studied variables.

Self-reflection

In this section, the researcher's self-reflections about how this study has contributed to her understanding of "motivation" and "L2 English learning" in higher education. For this reason "I" language will be used.

I carried out this study as a researcher and at the same time as a language instructor. This helped me with identifying problems in my context and building up to my research day by day. The initial point for me to decide investigating "academic buoyancy" was my personal observations and impressions about a group of disappointed students in the English preparatory school I was working in. Seeing some students who are at the very beginning of their university live and who should

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be very joyful and full of hope feeling frustrated and pessimistic about their future academic lives, I wondered about the actual reason behind. It is understandable that one can feel disappointed about a poor exam result; however, actions can be taken and this failure can be reversed by making a personal inquiry or by taking advice from teachers. Whereas some students could do this and put effort and progressed while learning English, some other students consistently complained, felt unhappy, did not attend school properly, and even dropped out or dismissed. Then, I put myself into their shoes and asked myself, "I am 18 years old, I got the chance to be in this university, there is a new life waiting for me, and I will have the opportunity to meet new teachers and friends – some from abroad, so why am I unhappy and why not the others"? I have been thinking about this question for a while and encountering with the term "academic buoyancy" somehow guided me on my path. Some students blamed their school for having difficult exams, their teachers for not being taught well enough, their friends who dominated the lessons, their mood on the exam day and sometimes even their parents for not meeting their expectations. Basically, they attributed their failure to external reasons but not to themselves (i.e., internal behaviors). Studying more, putting more effort and believing in the positive outcome were adopted by students who were academically buoyant, whereas giving up, complaining and waiting for the potential adversities were adopted by another group of students. So, what factors boosted students' capacity to deal with academic setbacks?

While reading literature, observing students, attending conferences and talking to my supervisor, I reached a conclusion that among many other motivational theories and constructs, SDT is a very prominent motivation theory that could be linked with

academic buoyancy. The theory suggests that there are three basic needs that should be satisfied for optimal functioning such as persistence and achievement. It was the need for autonomy, competence and relatedness that were crucial for reaching positive outcomes such as adopting autonomous motivation. Then, I looked back to my context and questioned whether these students are given enough opportunity make their own decisions (i.e., autonomy support), whether they experience sense of effectiveness with the help of their teachers, and whether they feel close and connected to their school, teachers and friends. Considering that some of these students repeat the same course, sometimes more than twice, and that some of their needs may not be satisfied in the courses they take, it is not surprising that they feel frustrated and disappointed. I shared my experience with my supervisor and we thought it was worth examination. We thought it was important to investigate the motivational factors that are related to students' optimal functioning in English preparatory programs. First, how motivation has been conceptualized and operationalized in the existing literature of the EPP and EAP context was clarified. Then, characteristics of the classroom environment and students' personal attributes that enhance motivation in the EPP and EAP context were identified. Finally, quantitative data enabled students from different preparatory programs to self-report their quality of motivation, satisfaction versus frustration of their needs, and the level of academic buoyancy. Therefore, we could investigate the relationship between students' motivational experience and academic buoyancy and whether academic buoyancy would mediate this relationship. We could also examine how students' motivational experience and academic buoyancy were related to end-of-course exam results.

The results of my doctoral research were in line with my observations with my own students. Accordingly, high perceived need satisfaction and academic buoyancy as well as low perceived need frustration and imposed-by-others motivation are needed in order for students to effectively navigate the academic setbacks of EPPs and to get high final grades in the EPP courses. EPPs need to consider to what extent students' psychological needs are satisfied to facilitate them to develop a good quality of motivation and academic buoyancy and achieve high grades. In the light of my research results, I as an instructor also consider my students' needs and help them to adopt quality motivation. I am more careful about giving options to my students about their project works and presentations rather than providing them with the areas and topics. There are also some places I can be flexible in the process of course design. I try to take into consideration my students' suggestions about the deadlines of the tasks and duration of I class activities. There are times that students are more objective and practical about making decisions than me. Giving constructive feedback is both suggested by the institutions and has always been important to me. In this way, better learning points can be created, and students have the chance to approach me and I can build rapport easier with my students. Moreover, I could understand better that telling students that they should believe in themselves, praising them enough, sharing feelings and being approachable are fundamentals of teaching. In terms of autonomous motivation, I tried to invite my students to participate in solving problems rather than finding a solution by myself. For example, I told my students that they are the digital natives and could give me advice about how to solve technological problems. It was obvious that some students have not been given choices and responsibilities in their childhood, which hindered them from sharing their ideas openly or initiating conversation, for example. Understanding the

importance of adopting autonomous forms of motivation, I could clarify my class rules and their responsibilities. I realized that not leaving them alone with responsibilities but monitoring their progress and helping at times increased their self-confidence and after a while students were more willing to take actions and responsibilities. Another very interesting experience of mine is that, some students were not open to feedback even when it was non-judgemental. Whenever I shared their weaknesses, they became unhappy and sometimes even gave up writing a second draft, for example. In time, students got used to it and I could see that providing sincere feedback helped students to be realistic about their performance and take actions not because they are imposed by others but because they are important and valuable for their academic lives. I consistently reminded and still reminding my students that they are at the centre of their university studies and they can always develop their talents and share knowledge in class.

This research not only contributed to my teaching style and skills but also to my personal development. After I finished this study, I realized that I have also adopted specific motivational dimensions. Reading literature was a contributor to this process; however, it was mostly my supervisor's guidance and approach that has facilitated me to adopt autonomous motivation. I would need more guidance and support and support at the beginning of this research. It was not easy for me to take initiative and make decisions. I would fear making mistakes, so I consulted my supervisor to give me advice. The guidance and feedback I received were always sufficient and I was also encouraged to inquire more, read more and take more responsibilities. When I look closer at my studying habits during the process of writing a dissertation, I can see that I have adopted quality motivation more and

more and now I read articles because I "like" it and I have "fun". I am excited about doing more research as my needs were satisfied. I was given the opportunity to make my own choices (i.e., need for autonomy) and to feel effective (i.e., need for competence), I was given structured and clear feedback, and I could feel connected to my own journey of PhD with the help of my supervisor (i.e., need for relatedness). There were times I felt exhausted and disappointed; however, because I knew that "I" was responsible and "I" could change the direction all the time, I learned how to cope with working under time constraints, grasping challenging research designs or dealing with quantitative data. My perseverance was accompanied by the increasing level of academic buoyancy I tried to adopt.

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APPENDICES

APPENDIX A: Inclusion/Exclusion Criteria

a. Context should be either EAP (English for Academic Purposes) or English preparatory program.

b. The study should be related to at least one motivational concepts decided by the keywords.

c. The study should be relevant to the subject English Language Learning.

d. The study should be empirical.

e. The language of the study should be English.

g. The study should be published as a journal article.

APPENDIX B: Time 1 Consent Form

GÖNÜLLÜ KATILIM FORMU

Merhaba,

Ben Bilkent Üniversitesi Doktora Öğrencisi ve aynı zamanda Hazırlık Okulu'nda Öğretim Görevlisiyim. Sizi tarafımca yürütülen "İngilizce Öğrenme Başarısının Öğretmen Desteği ve Öğrenci Dayanıklılığı ile Tahmin Edilmesi: Öğrenci İçindeki Dalgalanma ile Motivasyon ve Başa Çıkmanın Aracı Rolleri" başlıklı araştırmaya davet ediyorum. Bu araştırmanın amacı Üniversitelerin Hazırlık Programları'nda İngilizce öğrenimi görmekte olan öğrencilerin akademik başarı ve dayanıklılığını güçlendiren kişisel ve çevresel faktörleri araştırmaktır. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Katılımcıların 18 yaşından büyük olması gerekmektedir. Çalışmanın amacına ulaşması için sizden beklenen, soruları kimsenin baskısı veya telkini altında olmadan, size en uygun gelen cevapları içtenlikle verecek şekilde cevaplamanızdır. Bu anketi akademik yarıyılın ilk ve son haftası olmak üzere iki defa cevaplamanız beklenmektedir. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmayı bırakma hakkına da sahipsiniz. Çalışmaya katılmayı reddetmek veya katılmaktan vazgeçmek bulunduğunuz üniversiteyle olan ilişkilerinizi kesinlikle etkileyemeyecektir. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz **gizli tutulacaktır**; ancak verileriniz yayın amacı ile kullanılabilir. İletişim bilgileriniz ise sadece izninize bağlı olarak ve farklı araştırmacıların sizinle iletişime geçebilmesi için "ortak katılımcı havuzuna" aktarılabilir. Eğer araştırmanın amacı ile ilgili verilen bu bilgiler dışında şimdi veya sonra daha fazla bilgiye ihtiyaç duyarsanız araştırmacıya şimdi sorabilir veya gorkemaydin@bilkent.edu.tr e-posta adresi ve 0533 4386940 numaralı telefondan ulaşabilirsiniz. Araştırma tamamlandığında genel/size özel sonuçların sizinle paylaşılmasını istiyorsanız lütfen araştırmacıya iletiniz.

Yukarıda yer alan ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları anladım. Çalışma hakkında yazılı ve sözlü açıklama adı belirtilen araştırmacı/araştırmacılar tarafından yapıldı. Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı. Kişisel bilgilerimin özenle korunacağı konusunda yeterli güven verildi.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve telkin olmaksızın katılmayı kabul ediyorum.

Katılımcının **:**

Adı-Soyadı:...

İmzası: :..

E-posta: :...

İletişim bilgilerimin diğer araştırmacıların benimle iletişime geçebilmesi için "ortak araştırma havuzuna" aktarılmasını;

☐ kabul ediyorum   ☐ kabul etmiyorum (lütfen uygun seçeneği işaretleyiniz).

Çalışmayı yürüten:

İmza:

APPENDIX C: Time 2 Consent Form

GÖNÜLLÜ KATILIM FORMU

Merhaba,

Sizi tarafımca yürütülen "İngilizce Öğrenme Başarısının Öğretmen Desteği ve Öğrenci Dayanıklılığı ile Tahmin Edilmesi: Öğrenci İçindeki Dalgalanma ile Motivasyon ve Başa Çıkmanın Aracı Rolleri" başlıklı araştırmanın **ikinci kısmına** davet ediyorum. Bu araştırmanın amacı Üniversitelerin Hazırlık Programları'nda İngilizce öğrenimi görmekte olan öğrencilerin akademik başarı ve dayanıklılığını güçlendiren kişisel ve çevresel faktörleri araştırmaktır. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Katılımcıların 18 yaşından büyük olması gerekmektedir. Çalışmanın amacına ulaşması için sizden beklenen, soruları kimsenin baskısı veya telkini altında olmadan, size en uygun gelen cevapları içtenlikle verecek şekilde cevaplamanızdır. Bu anketi akademik yarıyılın ilk ve son haftası olmak üzere iki defa kalem ve kağıt kullanarak sınıf ortamında ve yarıyıl içerisinde üç defa bilgisayar ortamında cevaplamanız beklenmektedir. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmayı bırakma hakkına da sahipsiniz. Çalışmaya katılmayı reddetmek veya katılmaktan vazgeçmek bulunduğunuz üniversiteyle olan ilişkilerinizi kesinlikle etkileyemeyecektir. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz **gizli tutulacaktır**; ancak verileriniz yayın amacı ile kullanılabilir. İletişim bilgileriniz ise sadece izninize bağlı olarak ve farklı araştırmacıların sizinle iletişime geçebilmesi için "ortak katılımcı havuzuna" aktarılabilir. Eğer araştırmanın amacı ile ilgili verilen bu bilgiler dışında şimdi veya sonra daha fazla bilgiye ihtiyaç duyarsanız araştırmacıya şimdi sorabilir veya gorkemaydin@bilkent.edu.tr e-posta adresi ve 0533 4386940 numaralı telefondan ulaşabilirsiniz. Araştırma tamamlandığında genel/size özel sonuçların sizinle paylaşılmasını istiyorsanız lütfen araştırmacıya iletiniz.

Yukarıda yer alan ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları anladım. Çalışma hakkında yazılı ve sözlü açıklama adı belirtilen araştırmacı/araştırmacılar tarafından yapıldı. Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı. Kişisel bilgilerimin özenle korunacağı konusunda yeterli güven verildi.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve telkin olmaksızın katılmayı kabul ediyorum.

Katılımcının **:**

Adı-Soyadı:...

İmzası: :...

E-posta: :...

İletişim bilgilerimin diğer araştırmacıların benimle iletişime geçebilmesi için "ortak araştırma havuzuna" aktarılmasını;

☐ kabul ediyorum   ☐ kabul etmiyorum (lütfen uygun seçeneği işaretleyiniz).

Çalışmayı yürüten:

İmza:

APPENDIX D: Time 1 Questionnaire Used in This Study

This research aims to explain some personal and contextual factors that strengthen students' academic resilience and academic success (achievement) in university English preparatory programs. . Thank you for participating in this research. Your responses for the data collection instruments (questionnaires) are an important part of this study. You will complete the questionnaires anonymously once at the beginning of this class (Time 1) and once few weeks later at the end of the class (Time 2). Please read the instructions carefully and be honest with your responses. Bear in mind that there are not right or wrong answers. What is important is your personal perception about your experience at the prep school.

1. Age:

2. Gender: Female _____   Male _____

3. Year in Preparatory Program: 1st _____   2nd _____

4. How many times did you take the following courses? Write **N/A** if you have **not** taken the course.

   Beginner _____

   Elementary _____

   Pre-Intermediate _____

   Intermediate _____ Intermediate Extension _____

   Upper-Intermediate _____ Upper-Intermediate Extension _____

   Pre-Faculty Level _____

5. ID number*: _____

*I ask you to report you ID number so as me to be able to match the questionnaires of Time 1 and Time 2 that belong to the same student without identifying your name.

There are many ways to try to deal with problems. The following items deal with ways you've been coping with the stress and problems in your life. Obviously, different people deal with things in different ways, but I'm interested in how you've tried to deal with it. Each item says something about a particular way of coping. I want to know how much or how frequently you've been doing what the item says. Don't answer on the basis of whether it seems to be working or not—just whether or not you're doing it. Use these response choices. Try to rate each item separately in your mind from the others. Make your answers as true FOR YOU as you can.

Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS; Chen et al., 2015) While responding to the items in this section, consider your main class teacher (or the teacher who teaches the most in your class). In this English prep class…	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree
1. I feel a sense of choice and freedom in the things I undertake.	1	2	3	4	5
2. I feel excluded from the group I want to belong to.	1	2	3	4	5
3. I feel confident that I can do things well.	1	2	3	4	5
4. Most of the things I do feel like "I have to."	1	2	3	4	5
5. I feel that the people I care about also care about me.	1	2	3	4	5
6. I have serious doubts about whether I can do things well.	1	2	3	4	5
7. I feel that my decisions reflect what I really want.	1	2	3	4	5
8. I feel capable at what I do.	1	2	3	4	5
9. I feel forced to do many things I wouldn't choose to do.	1	2	3	4	5
10. I feel that people who are important to me are cold and distant towards me	1	2	3	4	5
11. I feel connected with people who care for me, and for whom I care.	1	2	3	4	5
12. I feel disappointed with many of my performances.	1	2	3	4	5
13. I feel close and connected with other people who are important to me.	1	2	3	4	5
14. I feel pressured to do too many things.	1	2	3	4	5
15. I feel competent to achieve my goals.	1	2	3	4	5
16. I have the impression that people I spend time with dislike me.	1	2	3	4	5
17. I feel my choices express who I really am.	1	2	3	4	5
18. I feel insecure about my abilities.	1	2	3	4	5
19. I feel I have been doing what really interests me.	1	2	3	4	5
20. I feel the relationships I have are just superficial.	1	2	3	4	5
21. I feel like a failure because of the mistakes I make.	1	2	3	4	5
22. My daily activities feel like a chain of obligations	1	2	3	4	5
23. I feel I can successfully complete difficult tasks.	1	2	3	4	5
24. I experience a warm feeling with the people I spend time with.	1	2	3	4	5

Academic Self-Regulation Questionnaire (SRQ-A; Ryan & Connell, 1989) Why do I work on my English classwork in this English prep class?	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree
1. So that the teacher won't yell at me.	1	2	3	4	5
2. Because I want the teacher to think I'm a good student.	1	2	3	4	5
3. Because I want to learn new things.	1	2	3	4	5
4. Because I'll be ashamed of myself if it didn't get done.	1	2	3	4	5
5. Because it's fun.	1	2	3	4	5
6. Because that's the rule.	1	2	3	4	5
7. Because I enjoy doing my classwork.	1	2	3	4	5
8. Because it's important to me to work on my classwork.	1	2	3	4	5
- Why do I try to do well in this English prep class?					
9. Because that's what I'm supposed to do.	1	2	3	4	5
10. So my teachers will think I'm a good student.	1	2	3	4	5
11. Because I enjoy doing my school work well.	1	2	3	4	5
12. Because I will get in trouble if I don't do well.	1	2	3	4	5
13. Because I'll feel really bad about myself if I don't do well.	1	2	3	4	5
14. Because it's important to me to try to do well in school.	1	2	3	4	5
15. Because I will feel really proud of myself if I do well.	1	2	3	4	5
16. Because I might get a reward if I do well.	1	2	3	4	5

APPENDIX E: Time 2 Questionnaire

This research aims to explain some personal and contextual factors that strengthen students' academic buoyancy and academic success (achievement) in preparatory programs for English language. Thank you for participating in this research. Your responses for the data collection instruments (questionnaires) are an important part of my study. Your name will not be mentioned in my work. Please answer read the following questions carefully and be honest with your responses.

1. ID number: _____

2. Your previous exam score (if applicable): _____

Academic Buoyancy (Martin & Marsh, 2006) In my prep school year(s)…	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree
1. I'm good at dealing with exams	1	2	3	4	5
2. I don't let exam stress get on top of me.	1	2	3	4	5
3. I think I'm good at dealing with exams pressure.	1	2	3	4	5
4. I don't let a bad mark affect my confidence.	1	2	3	4	5

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-

Publication

Aydın, G., & Michou, A. (2020). Self-determined motivation and academic buoyancy as predictors of achievement in normative settings. *British Journal of Educational Psychology*, *90*(4), 964-980.

Conference presentations

Kalender, İ, Aydın, G. (2014). Importance Levels Attributed by Resilient and Low-Achieving Students for Teacher-Related Factors in PISA 2012, European Conference on Educational Research (ECER), Portugal, 2014.