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Review Article

Research perspectives on English as a foreign language (EFL) learning motivation in Turkish context: A systematic review of studies between 2010 and 2021

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Abstract

Motivation has been demonstrated to be an important affective factor in language learning process and its importance has led to the emergence of diverse research perspectives in both foreign and second language learning contexts. In addition to the research studies investigating language learning motivation of learners, review studies presenting the picture of how and in what ways this phenomenon has been studied as a research focus make a significant contribution to the understanding of it. Based on this, this study aims to scrutinize how English as a foreign language (EFL) motivation has been studied as a research matter in Turkish context. Aims of the studies, the participant groups and contexts, research methodologies, motivational frameworks followed and major findings were examined to find out the general trends in EFL motivation research. For these purposes, 14 research studies and nine master's thesis and doctoral dissertations in the last 10-year period were selected based on certain criteria, and they were systematically analyzed in the light of the research questions. The findings showed that motivational research in Turkish EFL context mainly concentrate on university context, and some of the findings related to motivational orientations of Turkish EFL learners are inconsistent and they need more investigation.

Introduction

Through the 20th and 21st century, with the technological developments and improvements in communication, the way of living around the world has undergone a significant shift, population in the world has increased, occupational opportunities have varied, and education has been attributed more and more importance. Moreover, improvements in communication have led nations to interact more often than ever before, thus cultural interaction and influence have been observed. As O'Doherty (1975) has suggested, language is controlled by the social context, and culture is an indispensable component of the language, besides people are in relation with the culture reciprocally, when one change, the other's change is inevitable. Therefore, learning other languages to sustain communication for diverse reasons has become a crucial part of human life, and the learning process has become more important than it has ever been before, and also educational research has attracted more researchers' attention to make the process more productive and effective. Thus, different aspects and factors that the learning process is affected by have been widely investigated by researchers, and motivationa has been one of those fields.

Definition of motivation and early views

Motivation is one of the factors that have an influence on learning processes and achievement in various learning settings. Therefore, it has been comprehensively studied in a number of disciplines from various aspects. Cropley (1980) has defined motivation as one of the essential elements of successful learning along with the necessary skills, a positive attitude for learning, the ability to set goals and to assess the degree of achievement. According to Williams and Burden (1997), motivation is "a mental and emotional arousal leading to a conscious decision to act, which promotes sustained intellectual and/or physical effort for attaining a goal or goals." (p.120).

The learning theories started with the influence of conditioning and behaviorist theories, and motivational psychology studies were in line with these theories. However, these early approaches to learning and motivation were not satisfactory in their findings regarding the complex motivational procedures in the learning process. Examining the existing state of motivational psychology literature and the system in schools on those times, Weiner (1974) attributed the reason for 'the lack of a clear process' to two factors. First, he strongly emphasized that the influence on learning was excessively higher as a consequence of the neglect of the other processes that were affected by the motivational status of learners. Second, he suggested that many of the teachers still regarded learners as 'a mechanic conception'. Weiner's (1974) argument exemplifies the need for a more comprehensive theory on that educational setting.

The earlier motivational research studies and their findings also influenced the researchers in the second/foreign language learning field, and consequently led them investigate the motivational state of second language learners. Through those research studies, various types of motivational frameworks and theories has been put forward so far, and they are all essential to understand the existing state of motivation in EFL and ESL environments.

Gardner's motivational theory

Early investigations of motivation in learning environments have regarded motivation as one of the key components of learning procedures (Hall, 1966). When compared to other learning environments as in content-based subjects, second/foreign language learning process might be more influenced by affective factors such as motivation because those subjects which depend on knowledge do not require personal appropriation while language learning demands both personal involvement and interest. In time, researchers in the second/foreign language learning field started to question why some EFL/ESL students showed different levels of attainment, if talkative and social people are better in language learning than introverts, and if learning another language has the same importance for each person in a community, and so on (Gardner, 1985). Thanks to the arousal of those questions and more, the research on ESL/EFL gained momentum. The pioneering studies on the field of motivation in second language learning started with Gardner and Lambert (1972)'s research with high school students studying French, and the concept of 'integrativeness' was highlighted in their study. Following that, the socio-educational model of language learning has been proposed by Gardner (1985) which defines motivation as an effective factor in learning process consisting of effort and desire to obtain an objective and desired attitude. In addition, Gardner (1985) has proposed the widely known distinction between integrative and instrumental orientations in motivation, which indicate the reasons for learning. According to Dörnyei (1990), when a learner starts learning a language to communicate and interact with native speakers and to learn about the culture of the target language, integrative orientations drive this learner. On the other hand, instrumental orientations are associated with some pragmatic and functional rewards of language learning and external goals such as better career opportunities, gaining economic advantages (Dörnyei, 1990). Gardner and his colleagues carried their theory further by a large-scale data, and as Dörnyei (1990) described, they detected four common orientations to all groups of learners regardless of their ethnicity, learning milieu, and target language: (1) students learned a foreign language to travel, (2) to seek new friendships, (3) to acquire knowledge, and (4) for instrumental purposes.

Motivational self-system

Dailey (2009) indicates that it is not likely to find a model community to observe as a result of globalization in language, which leads researchers to reframe and make a broader definition of integrative motivation. Dörnyei's (2009) theory of Motivational Self System might be regarded as a response to this change in the learning environments, along with several researchers studied on the issue of motivation (Leary, 2007; Markus & Ruvolo, 1989). Dörnyei and Ceizer (2002) explained Gardner's (1985) theory of integrative motivation as an internal process, and Dörnyei (2005) developed this theory further by providing a link between learner's selves and their learning process. Motivational Self System reframes Gardner's theory so that it might be applied to various learning environments by including learners' self into the motivational processes. This theory consists of three main components namely the Ideal L2 Self, the Ought-to L2 Self, and L2 Learning Experience (Dörnyei, 2005).

The Ideal L2 Self: Dörnyei (2009) defines the ideal self as "the representations of the attributes that one would ideally like to possess (i.e. representation of hopes, aspirations, or

wishes)" (p. 13). He also suggests that the motivational power of Ideal Self stems from "the desire to reduce the discrepancy between one's actual self and the projected behavioral standards of the ideal/ought to selves" (p. 18). Thus, it might be said that the ideal self provides learners with the necessary incentive to sustain their learning activity.

The ought to L2 self is referred as "the representation of attributes that one believes one ought to possess (i.e. representation of someone else's sense of duties, obligations or moral responsibilities" (Dörnyei, 2009, p.13). This component might be related to the steps learners take to meet the expectations or to avoid negative outcomes. Besides, the extrinsic and instrumental motivation orientations may be categorized in this component such as passing the class successfully, or getting accepted to a profession.

L2 Learning Experience addresses to each learner's personal experiences in their earlier learning environment. Dörnyei (2009) gives examples of the impact of the teacher, the curriculum, the peer group, the experience of success.

On the other side of the current views of motivation, as Ryan (2009) highlighted, Kim (2005) opposes the array of studies that reframe the previous ones by this 'vicious circle', and claims that 'the current L2 motivation paradigm would have inherent limitations from the start' (p.307). Regarding these suggestions, it might be beneficial for future research to focus on FLL from another perspective other that the existing and prevalent ones.

Those frameworks and theories that have been designed and put forward so far shape the research studies on language learning motivation and provide them with a systematical pathway to follow. In different contexts, various motivational orientations and sources of learner motivation have been discovered, but the research field on motivation in language learning still needs more investigation as language learning is a dynamic and ever-changing process owing to the changes in technology, society, and way of living.

Aim and significance of the study

In Turkish EFL setting, language education in primary state schools starts at the second grade, and continues until higher education. However, the outcome of this language learning process is lower than expected for many students (Kırkgöz, 2007; Öztürk and Aydın, 2019). In this process, some of the students show higher achievement while some of them highly struggle. This gap regarding the achievement level of learners might be dependent on various reasons, and as motivation is one of them, it has become necessary to observe the existing situation of motivational research in Turkish EFL context. Besides, it is believed that presenting the findings of exiting research studies in a holistic way will provide a deeper understanding of language learning motivation in Turkish EFL environments for future studies. Parallel to this, the main purpose of this study therefore is a) to review the studies that were carried out in Turkish EFL context on FLL motivation between the years 2010 and 2021, b) to examine their findings related to FLL motivation orientations of Turkish EFL students, and c) to contribute the literature by presenting the current situation in motivation and d) to present suggestions for future research studies. With these purposes, the following research questions were addressed in this study:

1. What are the research trends in EFL learning motivation in Turkish context between the years 2010 and 2021 in terms of research foci, research methods, participants, and education context?
2. What motivational frameworks are adopted in the studies on language learning motivation between the years 2010 and 2021?
3. What is the general inclination in foreign language learning motivational orientations among Turkish EFL students between the years 2010 and 2021.

Methodology

This study presents a systematic review of studies on EFL learning motivation in the Turkish context. Petticrew and Roberts (2006) define systematic review as a method that aims to "comprehensively identify, appraise, and synthesize all the relevant studies on a given topic" (p.19). Tondeur et al. (2017) have highlighted that "the advantage of such systematic review is that it produces a map of 'bigger picture'" (p.558). Thus, research studies which specifically focus on motivational orientations of Turkish EFL learners were examined, and their results were analyzed to produce a systematic review in this study. The following databases and indexes were used to gather the most related research studies: Education Research Information Center (ERIC), ULAKBIM, JSTOR, ProQuest, Taylor & Francis, Web of Science- Social Science Citation Index (SSCI), and Science Direct. In addition to the research studies, postgraduate thesis studies in Turkish EFL context were searched in the Council of Higher Education Thesis Centre. While searching those studies, the following keywords and their combinations were used; motivation, EFL, Turkish context, motivational orientations. After finding the first set of research studies, some relevant articles in their reference lists were searched in Google scholar, as well.

The aforementioned databases were scanned, and a high number of research studies were detected. In order to narrow down the selection of the studies and to be able to find the most relevant studies, the following inclusion criteria were determined and applied:
*   Studies that were carried out and written in English.
*   Studies that were published between the years 2010-2021.
*   Studies that were carried out with EFL learners in Turkish context using data collection instruments, and guided by research questions.

Additionally, in order to make the selection more specific, the following exclusion criteria were applied:
*   Studies that investigated other language learning procedures in Turkish context as their motivational orientations may differ regarding the differences between languages and their instrumental usages in people's lives.
*   Studies that were based on motivational strategies and their use in language learning.
*   Studies that focused on specific skills like motivation in reading comprehension, etc.

After setting the inclusion and exclusion criteria, the studies that comply with them were determined and included. Between the years 2010 and 2021, nine master thesis and doctoral dissertations and 14 research study articles were detected as a result of the online

quest. The data were analyzed through thematic analysis. Braun and Clarke (2006) define thematic analysis as a "method for identifying, analyzing and reporting patterns (themes) within data" (p.79). The data gathered from the selected research studies were read more than twice by the researcher to enhance the interpretation. The themes were discussed and set with a researcher outside the study, then they were reviewed and revised. Additionally, the selected studies were coded in order to make the data analysis procedure more practical and to make the article more reader-friendly.

Table 1 shows the selected articles and thesis dissertations with their codes (A1, A2… A14, T1, T2… T9), authors, publication year, aim of the study, education context (Secondary/ High School/ University), research methods, and the motivational framework followed.

In order to provide validity and reliability to this study, the selected studies were read and analyzed by the researcher herself for several times. An expert opinion in English language learning motivation was sought through the procedure of setting themes, and the studies were analyzed according to those themes in an excel table. Finally, the findings derived from this analysis procedure are presented in tables with their frequencies.

Table 1. A description of studies on motivational research in Turkish EFL context: 2010-2021

	Article	Aim of the Study	Method	Context and Participants	Motivational Framework
A1	Başaran & Hayta (2013)	–To discover the types of motivation that students have to learn English as a foreign language in relation to age, gender, and grades.	Quantitative research design	ELT department Undergraduate	Gardner's Motivation Theory
A2	Göktepe (2014)	–To examine the attitudes and motivation of junior Turkish undergraduates in their English language learning process.	Quantitative research design	Undergraduate	Dörnyei's Framework of L2 Self-System
A3	Yılmaz (2017b)	–To investigate the beliefs of pre-service teachers, and to find out the relationship between their motivation system and gender, proficiency, and year.	Quantitative research design	ELT department Undergraduate	Dörnyei's Framework of L2 Self-System
A4	Öztürk & Gürbüz (2013)	–To examine the motivational orientations and motivation levels of a group of students towards learning English as a foreign language. –To find out whether integrative and instrumental orientations correlate.	Mixed-method research design	Preparatory school	Gardner's Motivation Theory
A5	Genç & Aydın (2017)	–To examine students' motivation and attitudes towards learning English and its relations to their academic achievement, gender, family, fields of study.	Quantitative research design	Undergraduate	Gardner's Motivation Theory
A6	Yılmaz (2017a)	–To discover pre-service teachers' motivational beliefs in language learning process, and to find the relationship between the dimensions of L2MSS.	Quantitative research design	ELT department Undergraduate	Dörnyei's Framework of L2 Self-System
A7	Taylan (2017b)	–To investigate the factors that have impact on adult EFL learners' motivation.	Quantitative research design	Undergraduate	Gardner's Motivation Theory

A8	Solak (2012)	-To investigate the role of motivational factors in the academic achievement. -To reveal the role of motivational factors in terms of gender and academic majors.	Quantitative research design	ELT department Undergraduate	Gardner's Motivation Theory
A9	Şener & Erol (2017)	-To investigate the motivational orientations of high school students.	Quantitative research design	High school	-Gardner's Motivation Theory -Williams & Burden's Framework of L2 Motivation
A10	Sakiroğlu & Dikilitaş (2012)	-To explore the factors influencing motivation such as gender, skill level, perceived proficiency and personality traits.	Quantitative research design	Preparatory school	-Dörnyei's Motivational Framework of L2 Motivation -Williams & Burden's Framework of L2 Motivation
A11	Altıner (2018)	-To investigate Turkish learners' FLL motivation, and the relationships between motivation and learners' gender, interest in continuing language learning and achievement scores.	Quantitative research design	Preparatory school	-Gardner's Motivation Theory -Dörnyei's Framework of L2 Self-System
A12	Eraldemir Tuyan & Serindağ (2019)	-To investigate the socio-psychological orientations of undergraduate EFL learners. -To determine the difference in the attitudes of learners in terms of the constructs of motivation by gender and level of proficiency.	Quantitative research design	Preparatory school	Gardner's Motivation Theory
A13	Arslan & Çiftçi (2021)	-To examine relationships among components of L2 motivational self-system and the effect of school type, gender, and intended effort on L2 motivation.	Quantitative research design	Secondary school	Dörnyei's Framework of L2 Self-System
A14	Yetkin & Ekin (2018).	-To discover the effect of the components of L2MSS on learners' intended effort for language learning.	Quantitative research design	Secondary school	Dörnyei's Framework of L2 Self-System
T1	Çelebi Ayan (2014)	-To investigate EFL learners' (de)motivation. -To investigate language teachers' perceptions of their students' motivation levels.	Mixed-method research design	Preparatory school	Dörnyei's Motivational Framework of L2 Motivation
T2	Aygün (2017)	- To determine the factors that contribute EFL learners' demotivation. -To investigate the effect certain demographic features (de)motivational level. -To develop a new scale for demotivation.	Quantitative research design	Undergraduate	A Holistic Approach
T3	Günay (2017)	-To investigate the motivational orientations of a group of police officers in learning English. -To investigate whether their gender, educational background, work experience, and perceived proficiency level have an effect on their FLL motivation.	Quantitative research design	Police officers attending private language courses	Dörnyei's Motivational Framework of L2 Motivation

T4	Sıvacı (2019)	-To examine the learners' L2 motivational self-system profiles and emotions they experience through language learning process.	Quantitative research design	Preparatory school	Dörnyei's Motivational Framework of L2 Motivation
T5	Şahin (2020)	-To investigate the L2MSS of EFL learners and to discover their achievement attributions.	Quantitative research design	Preparatory school	Dörnyei's Motivational Framework of L2 Motivation
T6	Bilhan (2019)	-To examine L2MSS of EFL learners in terms of their intended efforts to learn English, ideal L2 self, ought-to L2 self, family influence, attitudes toward learning English, and ethnocentrism. -To investigate the effect of gender and department they study on their motivational variables on EFL learners' motivation.	Quantitative research design	Preparatory school	Dörnyei's Framework of L2 Self-System
T7	Taylan (2017a)	To investigate the effectiveness of Dörnyei's (2005, 2009) motivational self-system in this Turkish university context	Quantitative research design	Preparatory school	Dörnyei's Framework of L2 Self-System
T8	Bulut (2017)	-To learn why Turkish, English as a foreign language (EFL) adult learners who attended English courses want to learn English as a foreign language. -To explore their motivation and attitudes toward the English language; 3) to find out how willing they are to communicate in English.	Quantitative research design	Private language courses	Gardner's Motivation Theory
T9	Cabiroğlu (2016)	-To investigate the EFL motivation of a sample of Turkish undergraduate students through the perspective of L2 Motivational Self System.	Quantitative research design	Preparatory school	Dörnyei's Framework of L2 Self-System

Findings

The findings of the data collected through the selected research studies are explained responding to research questions by examining each theme in itself. In order to answer the first research question, the purposes of the research studies in the scope of this review are stated in Table 2.

Table 2. Research foci of the selected studies

Focus	Study	Frequency
The relation of motivation to learners' gender.	A1, A3, A5, A8, A9, A10, A11, A12, A13, A14, T1, T3, T6, T9	14
The effect of motivation on learners' intended effort for language learning.	A13, A14, T6, T7	4
The relation of motivation to learners' academic achievement.	A1, A5, A8, A11	4
The relationship between motivation and language proficiency.	A3, A10, A12, T2,	4

The relationship between learners' motivation and their academic department.	A5, A8, T2, T6	4
The relationship between language learning motivation and family influence.	A5, T6, T7	3
The language learning motivation of working adults.	T3, T8	2
The relationship between motivation and perceived proficiency.	A10, T3,	2
The relationships among the components of L2 motivational self-system.	A6, A13,	2
The effect of school type on language learning motivation.	A13, T2,	2
The relationship between EFL learners' motivation and their willingness to communicate or their interest in continuing language learning.	A11, T8	2
The relationship between learners' motivation and their year of study.	T1	1
Language teachers' perceptions of their students' motivation levels.	T1	1
Emotions that EFL learners undergo through language learning process.	T4	1
The effectiveness of L2 motivational self-system in Turkish EFL context.	T7	1
The relation of different types of motivations.	A4	1

Table 2 illustrates that 14 of 23 research studies in the scope of this review targeted at finding out the relationship between FLL motivation and gender. Following that in frequency, four of the research studies focused on the effect of FLL motivation on learners' academic achievement. The relationship between FLL motivation and language proficiency was investigated by four of the studies while two other studies examined the perceived proficiency. Besides, another four investigated whether FLL motivation vary depending on learners' academic department, and a group of different four studies looked into the effect of FLL motivation on learners' intended effort to learn English. Three of 23 selected studies tried to reveal the relationship of FLL motivation to learners' age and family influence. Single studies aimed to investigate the relation of motivation to learners' year of study, personality traits, emotions, learners' interest in continuing language learning, ethnocentrism, willingness to communicate and living abroad. Furthermore, individual studies targeted at developing a new scale to evaluate EFL learners' (de)motivation, to investigate teachers' perceptions of learners' motivation, to evaluate the effectiveness of L2MSS in Turkish EFL context, and to find out the

relation of different motivation types to each other. Lastly, studies coded T3 and T8 which carried out their studies with working adults.

Another focus of the first research question was the classification of selected studies according to their research methods. The finding related with that grouping is presented in the following table.

Table 3. Research methods employed by the selected studies

	Qualitative	Quantitative	Mixed-Method
Studies		A1, A2, A3, A5, A6, A7, A8, A9, A10, A11, A12, A13, A14, T2, T3, T4, T5, T6, T7, T8, T9	A4, T1

As illustrated in Table 3, 21 of the selected 23 research studies were carried out following quantitative research methods. Besides, only 2 studies adopted mixed-method research design and they both utilized questionnaires and interviews to collect data. Lastly, none of the selected research studies followed solely qualitative research methods.

The other aspect that the first research question investigates is the educational contexts of the selected studies. Regarding to the educational contexts and participants, the findings are given in Table 4.

Table 4. Participants and contexts of the selected studies

		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	T1	T2	T3	T4	T5	T6	T7	T8	T9
Participants	Students		•		•	•		•		•	•	•	•	•	•	•	•		•	•	•	•		•
	Working Adults																	•					•	
	Pre-Service Teachers	•		•			•		•															
	Teachers																•							
Context	Secondary													•	•									
	High School									•														
	University	•	•	•		•	•	•	•		•	•	•			•	•		•	•	•	•		•
	Private Language Courses																	•					•	

As shown in Table 4, participants of the studies include language learners from diverse groups. 17 of the 23 research studies were carried out with students; two of these groups of students were at secondary school, one of these groups were at high school, and 14 of them were at university level either at preparatory program or undergraduate English courses. Besides, it might be seen in Table 4 that four groups of participants were pre-service teachers who were undergraduates at ELT departments of universities, and in these studies their language learning motivation was taken into consideration. In addition, two of the groups consisted of working adults attending private language courses to learn English. Lastly, only one of the selected studies included teachers into the data collection procedure, and considered their perceptions of language learners' motivations.

Classification of the studies regarding educational contexts indicates that most of the studies on FLL motivation carried out between the years 2010 and 2021 focused on Turkish university context, and majority of them were carried out in preparatory school context. Four of the studies carried out in undergraduate contexts were in ELT departments, and five of them were carried out within the scope of the English language courses of different departments. Only one of these studies were in a high school, and two of them were in secondary schools. Lastly, two of the studies were conducted in private language courses.

The motivational frameworks that are followed by the selected studies are given in Table 5 to answer the second research question. Ölmezer Öztürk (2012) presents a comprehensive list of modern motivational theories in second language learning as following; Gardner's Motivation Theory, Dörnyei's, Motivational Framework of L2 Motivation, Williams and Burden's Framework of L2 Motivation, Dörnyei and Otto's Process Model of L2 Motivation, and Dörnyei's Framework of L2 Self-System. Table 5 categorizes the selected research studies in accordance with these theories.

Table 5. Motivational frameworks followed by the selected articles

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	T1	T2	T3	T4	T5	T6	T7	T8	T9
Gardner's Motivation Theory	•			•	•		•	•		•	•					•						•	
Dörnyei's Motivational Framework of L2 Motivation									•						•	•							
Williams & Burden's Framework of L2 Motivation								•	•							•							
Dörnyei & Otto's Process Model of L2 Motivation																•							

| Dörnyei's Framework of L2 Self-System | • | • | | • | | • | • | | • | | • | | • | | • | • | • | | • |

According to Table 5, 12 of the studies in the scope of this study adopted Dörnyei's Framework of Motivational Self-System, and Gardner's Motivation Theory was followed by nine research studies. Two of the studies were carried out regarding Dörnyei's Motivational Framework of L2 Motivation and, and another 2 of them were conducted according to William and Burden's Framework of L2 Motivation. None of the studies followed Dörnyei and Otto's Process Model of L2 Motivation except T2-coded study, which aimed to develop a new scale to investigate language learners' motivation and adopted all the frameworks to design a new scale.

The third research question investigates the general findings in FLL motivational orientations among Turkish EFL students between the years 2010 and 2021. To answer this research question, the findings of the selected research studies were detected and listed in Table 6.

Table 6. Findings of the selected studies

	Studies	Frequency
Gender causes a difference in language learning motivation in favor of female EFL learners.	A5, A8, A10, A12, A14, T6 , T9	7
EFL learners have at least moderate or adequate level of motivation to learn English.	A1, A4, A9, A12, T1, T5	6
Comparison of learners' integrative and instrumental motivation levels.	A2, A3, A4, A5, A9, T2	6
Learners may imagine themselves as a proficient English speaker in the future.	A2, A3, T4, T5, T6, T7	6
Learners mostly have a positive feeling to build communication with people from the culture of the target language	A1, A2, A5, A6, T1, T4	6
Gender do not cause a difference in language learning motivation.	A9, A11, A13, T1, T3	5
Learners generally continue language learning processes with instrumental reasons.	A2, A4, A12, T3, T4	5
Participants do not learn English just to meet the expectations of people surrounding them.	A3, A7, T5, T6	4
Language learning motivation levels and types of students vary regarding their department.	A5. A8, T2, T6	4

Learners believe that they will benefit from English in their future careers.	A3, A6, T4, T7	4
Motivation has a significant influence on Turkish EFL learners' proficiency levels.	A10, A12, T2	3
Participants learn English as the people surrounding them do so, or to meet the expectations of people surrounding them.	A2, A6, T4	3
Motivation has a significant effect on learners' academic achievement.	A8, T5, A11	3
There is a significant relationship between motivation and the year of study.	A3, A14,	2
Age shows a negative relation with some aspects of language learning motivation	A1, A14	2
Age do not state a significant effect on learners' motivation levels.	T1, T9	2
Gender causes a difference in language learning motivation in favor of male EFL learners.	A1, A3	2
Language learning motivation levels and types of students do not vary regarding their department.	T1, T2	2
There is a weak correlation between intrinsic/extrinsic motivation and achievement.	A5	1
The learners who have positive experiences in language learning have a positive L2 self-image.	A13	1
Language learning motivation levels and types of students do not vary regarding their experience (the year) of their English learning.	T1	1
Department that learners work poses a significant effect on their language learning motivation.	T3	1
Learners' type of school, whether it is private or state school, does not have any significant effect on their language learning motivation.	A13	1
Learners' type of school, whether it is private or state school, has a significant effect on their language learning motivation.	T3	1
Motivation has no significant or weak influence on learners, academic achievement.	A1,	1
Motivation has no significant influence on Turkish EFL learners' proficiency levels.	A3	1

The findings of the studies coded A1, A4, A9, A12, T1, T5 show that EFL learners have at least moderate and adequate level of motivation to learn English, and A4-coded study found that the level of language learning motivation continuously changes throughout the language learning process.

Regarding instrumental and integrative motivation, the studies revealed contradictory findings. Four of the studies (A2, A4, A9, T2) indicated that language learners' instrumental motivation is higher than their integrative motivation, and five of the selected studies found that learners generally continue language learning processes with instrumental reasons. On the other hand, the A3-coded study found that learners' integrative dimension of motivation is higher than their instrumental dimension. Besides, A5-coded study suggested that integrative motivation and instrumental motivation of language learners are positively related to each other.

The main findings of studies adopted L2MSS and its components mostly supported each other. According to the studies coded A2, A3, T4, T5, T6, T7, learners may imagine themselves as proficient English speakers in the future, and in the studies coded A3, A6, T4, T7, it was found that language learners believe they will benefit from English in their future careers. The studies coded A1, A2, A5, A6, T1, T4 showed that learners mostly have a positive feeling to build communication with people from the culture of the target language. The L2MSS component of ought-to L2 self was found to be weakly effective in language learning in the studies A6, T4. Besides, the studies A3, A7, T5, T6 found that participants do not learn English just to meet the expectations of people surrounding them, but the studies coded A2, A6, T4 revealed that participants learn English as the people surrounding them do so, or to meet the expectations of people surrounding them.

Regarding the relation of FLL motivation to learners' academic achievement and language proficiency, studies again put forward contradictory findings. The findings of the studies coded A8, A11, T5 supported the significant effect of motivation on learners' academic achievement; however, A1-coded study did not find a significant relationship between motivation and academic achievement, and A5-coded study found a weak correlation between intrinsic/extrinsic motivation and academic achievement. The findings of the studies coded A10, A12, T2 related to proficiency indicated a significant relation between motivation and language proficiency, but A3-coded study did not support this finding.

Some of the studies also investigated the relation of motivation to various variables such as learners' age, gender, field of study, and school type (state or private). The studies coded A1, A14 found that age shows a negative relation with some aspects of language learning motivation; however, T1 and T9-coded studies did not detect any significant effect of age on learners' motivation levels. Regarding age, seven of the selected studies found that gender causes a difference in language learning motivation in favor of female EFL learners while two of the selected 23 studies found the difference in favor of male learners. However, the studies coded A9, A11, A13, T1, T3 did not find any significant motivation level difference regarding learners' gender. Besides, it was found that learners' motivation levels and types changes according to their departments in the studies coded A5. A8, T2, T6, but the studies coded T1, T2 did not find any difference. The study coded T1 suggested that language learning motivation levels and types of students do not vary regarding their experience (the year) of their English

learning, but the studies coded A3, A14 found that there is a significant relationship between motivation and the year of study. The study coded A13 did not find any difference regarding the school type. On the other hand, one of the selected studies (T3) found a significant difference in motivation of learners from a state school and a private school, but in this study learners were working adults and their former schools were taken into consideration.

Discussion

Within the scope of this review study, the initial online inquiry resulted in 23 research studies consisting of 14 research studies, 7 master's thesis research studies, and 2 doctorate thesis research, and their findings were examined in accordance with predetermined foci. The existing studies provide a deep insight into the situation of language learning motivation in Turkish EFL context; however, the issue is still needed to be explored in-depth as there are some areas and aspects that the existing studies have not observed.

The first research question investigates the research trends in foreign language motivation research referring to the purposes, research methods, participants, and educational context of the selected studies. The frequently adopted purposes of the studies were to investigate the relationship between FLL motivation and gender (n=14), the effect of FLL motivation on learners' academic achievement and language proficiency (n=4), and whether FLL motivation change depending on learners' academic department (n=4). These mutual aims point out that the focus regarding the relation of motivation to gender is prevalent among the research studies in the Turkish EFL context. This may be explained by the findings of the existing studies that regard the gender differences as effective factors in language learning processes (Fatemi & Asghari, 2012; Mori & Gobel, 2006). In addition, the relation of motivation to language proficiency and academic achievement is an important aspect of FLL to be investigated. There has been a number of research studies that explore and support the existing relationships in the literature (Hu, 2011; Moskovsky et al., 2013). Thus, it is reasonable to investigate this issue in the Turkish context as well. Moreover, a group of diverse purposes was followed by the studies, and these purposes require more confirming findings by the future studies.

When the research methods of the selected studies were examined, it was found that only 2 of them (Çelebi Ayan, 2014; Öztürk & Gürbüz, 2013) were carried out in a mixed-methods research design, which may be regarded as a very limited number for the literature in Turkish ELF context. Almalki (2016) suggests that mixed-method research approaches may be time-consuming, however, their use in research yield more beneficial and comprehensive findings, and enable researchers to observe their research matter in depth. Lastly, the educational contexts of the selected studies were mainly university contexts consisting of preparatory English schools and undergraduate English classrooms. This finding indicates that the studies in the scope of this review do not pay much attention to secondary school and high school contexts, and completely omit young learners of English in the Turkish EFL context.

The second research question investigates which motivational frameworks were adopted by the studies. The data analysis has shown that Dörnyei's Framework of Motivational Self-System is followed by half of the studies. Taylan (2017a) evaluated the effectiveness of this framework in the Turkish EFL context and found that the model is suitable to observe the

language learning motivation of Turkish EFL students. Besides, one of the studies integrated all the frameworks to design a new scale to investigate language learning motivation, which provides the researchers a broader perspective on language learning motivation. With the same intention, Sakiroğlu and Dikilitaş (2012) followed both Dörnyei's Motivational Framework of L2 Motivation and Williams and Burden's Framework of L2 Motivation to have a deeper and broader insight into learners' motivation. In this regard, a more integrated approach might be more effective in language learning motivation research as each framework addresses different components of FLL motivation.

Concerning the last research question, the findings of the selected studies were examined. One of the primary findings indicated that the level of language learning motivation fluctuates throughout the learning processes, and instrumental and integrative motivation have a dynamic nature changing from one context to another. Göktepe (2014) suggests that university students in their study are aware of the importance of English in their future careers, and making money, consequently, they have higher instrumental motivation. Similarly, Öztürk and Gürbüz (2013) explained why the participants of their study mostly stated instrumental reasons to learn English with the students' awareness of the fact that knowing a foreign language is an advantage for better occupational opportunities. On the contrary, Yılmaz (2017b) carried out a study with pre-service teachers studying at ELT Department and found that their integrative motivation is higher than instrumental motivation. However, in order to be certain whether motivation level changes during the language learning process, more investigation is needed. Öztürk and Gürbüz (2013) have reached this finding through interviews with university students, and future research may follow a similar path both in a similar and different context. The difference between the findings of these studies may stem from their contexts and participants' individual differences. Thus, it might be beneficial to carry out a comparative study that investigates different dimensions of motivation in diverse contexts.

Besides, the inquiries of the relationship between FLL motivation and learners' age have pointed at contradictory findings. The inconsistent findings related to age might be explained by considering the sampling of the studies in the scope of this review. Yetkin and Ekin (2018) have studied with 5th, 6th, 7th, and 8th graders, and have detected age as an effective variable in language learning motivation, and again, Başaran and Hayta (2013)'s study with university students has reached a similar finding. On the contrary, Çelebi Ayan (2014) and Cabiroğlu (2016) have not found any significant relationship. These findings are limited to their own contexts as they focused on either one group of students or students among an age group. Kormos and Csizér (2008) carried out a study with Hungarian EFL learners and found out that secondary school students' motivation is higher than university students, and they have attributed the reasons behind this finding to the fact that university students feel obliged to learn a language for future career-related reasons and it is a prerequisite to graduate. Similar research might be conducted to have a deeper understanding of the Turkish EFL context.

Conclusion and Suggestions

This study targeted at reviewing the studies in motivational research area in Turkish EFL context between the years 2010 and 2021 to reveal the research trends, to find out which

motivational frameworks were adopted, and to discover the general inclination in FLL learning motivational orientations. Based on the findings, this review study presents various implications and suggestions for future research studies. The results of this review are noteworthy as they reveal the current trends and issues in FLL motivation research in Turkish EFL context. In addition, language teachers and pre-service teachers may benefit from the results to gain an understanding of language learners' motivational orientations. Moreover, the results might be useful for researchers to contribute to the existing research and to address the areas that the existing studies exclude or fall short to explain.

When the education contexts and participants of the selected studies are examined, it is clear that motivational research in Turkish EFL context has mainly focused on preparatory language schools and undergraduate contexts in recent years. Only limited number of studies have been carried out with secondary school and high school students, and none of the studies examined the language learning motivation in primary school context or young learners. Thus, future studies may observe the issue in these neglected contexts to shed a light onto the existing situation.

As the findings of this review indicates, it might be beneficial to adopt a longitudinal approach in motivational research studies to observe the changes in language learning motivation in different levels of education contexts and with different age groups. In this way, future studies may investigate whether motivational orientations of language learners change throughout their language learning processes. Moreover, future studies may utilize more qualitative research tools covering diverse samples and contexts. Qualitative research tools may enable researchers to attain more information where a questionnaire falls short. Also, in order to have an alternative perspective, future research may benefit from teachers' perceptions of language learning motivation of their students in these diverse contexts.

Finally, the studies in the scope of this review adopted or adapted an existing scale to investigate learners' motivational orientations except Aygün (2017)'s study developing a new scale. The existing scales are mostly developed in foreign contexts that are socio-culturally different from Turkish EFL context. Future studies may incorporate a questionnaire more specific to Turkish EFL context, or may attempt to develop a new one so that the findings may be more accurate and relevant.

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