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FIVE DECADES OF ACHIEVEMENT MOTIVATION RESEARCH IN ELT: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

Purpose – There is an absence of systematic review papers in the achievement motivation theories literature. In terms of current research trends, English learning motivation is gaining attention as a determiner of success in FLA. Hence, this review aims to trace the trends in the empirical studies on achievement motivation theories and tools, ranging from 1970 to 2022.

Methodology – With a focus on theories, diversity of research participants, and practical ELT-related issues addressed by previous researchers, this paper applied the PRISMA Systematic Review Protocol to offer a comprehensive synthesis of 91 empirical studies on theories of achievement motivation.

Findings – The majority of the published studies were from China and Iran. There was also a large number of studies conducted on tertiary-level learners. Structural equation modelling was found to be the most widely used analysis. In addition, technology-assisted learning is the current trend in achievement motivation research.

Significance – This paper offers new insights into the existing achievement motivation literature and identifies the research gaps. This study recommends more studies on expectancy-value theory including in-depth qualitative studies involving culturally diverse populations and experimental research to develop more effective pedagogical approaches and expand the current understanding of achievement motivation.

Keywords: Achievement motivation, theories, quantitative, qualitative, technology-assisted learning.

INTRODUCTION

English learning motivation has attracted the attention of many ELT researchers because of its significant role in engaging learners in learning activities. As a result, various motivation theories and research tools to measure English learning motivation have been developed. Among these motivation theories, achievement motivation theory is one of the most dated, originating in the 1950s and based on the concept of achievement motive proposed by McClelland et al. (1953). Achievement motive is termed as a latent attribute that the learner demonstrates in a competitive situation with an inner drive to achieve success and avoid failure (Atkinson, 1953; Atkinson & Feather, 1980). Although nearly seven decades have passed since its inception, the applicability of this theory in understanding factors affecting EFL or ESL has gained momentum in recent years. In the last two decades particularly, there has been substantial growth in the research conducted in this field (Koenka, 2020). Moreover, achievement motivation theory has been of interest to present-day EFL/ESL researchers because it mainly focuses on the self-drive of learners to attain a certain level of excellence in their English performance in comparison to others (Brunstein & Heckhausen, 2018).

No single theory can fully explain the achievement motivation theory (Anderman, 2020). Among various achievement motivation theories, attribution theory, situated expectancy-value theory, social-

cognitive (self-efficacy and self-regulation) theory, achievement goal theory, and self-determination theory have been extensively applied in English Language Teaching (ELT) research in the last 50 years (Koenka, 2020). Therefore, this paper reviewed the empirical studies on achievement motivation in the context of English as a foreign language (EFL) or English as a second language (ESL), based on the six aforementioned achievement motivation theories.

Language learning motivation has been a flourishing research field in the last two decades, where new theories and research models are becoming recent research trends. According to Dornyei and Ushioda (2009), L2 motivation has been reconceptualised with a new focus on the L2 learners themselves. Subsequently, most achievement motivation theories now view language learning motivation from the cognitive perspective. In the ELT research, however, systematic reviews of studies on achievement motivation in EFL/ESL contexts are still largely absent. Given the importance of research on L2 motivation (Koenka, 2020), a systematic literature review that could offer a comprehensive overview of the current research trends in this field is vital. Furthermore, a systematic review can assist researchers in focusing on areas of concern that can benefit society and stakeholders, including decision-makers (Gopalakrishnan & Ganeshkumar, 2013). This study was developed with these goals in mind.

LITERATURE REVIEW

Previous review articles on achievement motivation have mainly provided a critical review of the original concept of achievement motivation, an overview of different theories of achievement motivation, and their implications for educational policies, as well as updated discussions on the theories and issues of intervention, diversity, and methodologies in achievement motivation research (Anderman, 2020; Koenka, 2020; Maehr, 1977).

In reviewing McLelland and Winter's (1969) concept of achievement motivation, Maehr (1977) asserted that self or personality differs across cultures and changes according to situations. Thus, more research conducted in various contexts and examining cultural impacts on achievement motivation are needed. Anderman (2020) summarised the last 20 years of development in achievement motivation research by highlighting the practical implications of motivation research and the constructs of motivation introduced by

different achievement motivation theories. The study also argued that while the different theories may have some conceptual overlaps, they are necessary for intervention development, predicting various aspects of motivation, and designing studies. Koenka (2020) highlighted the recent developments in motivation research in terms of capturing the contextual nature of motivational constructs and designing interventions while iterating the necessity to include more diverse populations in motivation research.

Other review papers have focused on the relationship between L2 self-efficacy and language achievement (Goetze & Driver, 2022), teachers' self-efficacy and its effect on learners' L2 learning (Ma, 2022), the mediation of self-efficacy between learners' well-being and academic engagement (Jia, 2022), and the role of self-efficacy in maintaining resilience and buoyancy (Li, 2022). The development of expectancy-value related to acquiring L2 (Loh, 2019) and the relation between teacher-student relation and self-determination and its impact on learner motivation (Meng, 2021) have also been reviewed. Nevertheless, these reviews did not systematically explore empirical studies that focus on learners' achievement motivation. Thus, this review aims to address this gap.

RESEARCH QUESTIONS

This review intended to analyze and synthesize empirical studies on achievement motivation with a focus on predominating theories, research methods, and chosen populations. These research questions served as a guide for this review:

1. What have been the significant trends in achievement motivation research in ELT in terms of prominent theories, methodologies, and population diversity from 1970 to 2022?
2. What major themes have emerged from achievement motivation research in ELT with practical implications for education?
3. Which gaps in achievement motivation research in ELT could direct future research?

METHODOLOGY

A PRISMA protocol was developed for reviewing, searching, and analyzing papers based on specific objectives and research questions

(Appendix 1). The PRISMA protocol offers a systematic as well as robust review of the available research (Moher et al., 2015). Furthermore, this approach enables future research to replicate the process which would further verify the procedures taken to conduct the systematic research review.

The researchers searched and selected studies based on the following factors: (1) It involved at least one of the six achievement motivation theories pertinent to the context of English as a Foreign Language (EFL) and English as a Second Language (ESL) teaching and learning, 2) was empirical in nature, and (3) was published in high-ranking journals. To achieve this, the study followed specific inclusion and exclusion criteria explained in the following sub-sections.

Inclusion Criteria

The study selected only one repository to source the articles from, which was Web of Science (WoS). WoS was chosen because it contains many of the high-ranking journals in the field of language research. 'Achievement motivation EFL', 'achievement motivation ESL', and 'achievement motivation L2' were the search strings used during the search process. The result was 391 documents for 'achievement motivation EFL', 68 documents for 'achievement motivation ESL', and 256 documents for 'achievement motivation L2', i.e., a total of 715 documents.

Exclusion Criteria

From the 715 primary documents, 706 records were obtained based on bibliometric information such as title, abstract, authors' names, and publication year. The exclusion criteria were imposed on the bibliometric information. First, duplicate papers were excluded based on the first exclusion criteria. This was important to avoid analysing the same articles. As a result, 128 duplicate records were excluded in the first phase. Second, the study excluded documents that were not technically considered articles. Out of 578 remaining studies, 412 were excluded because they were either conference proceedings or book chapters (64), studies that are not related to motivation directly (114), studies on other theories (171), studies on online courses (16), review papers (37), or papers on language learning but for languages other than English (10). The remaining 166 records were further screened,

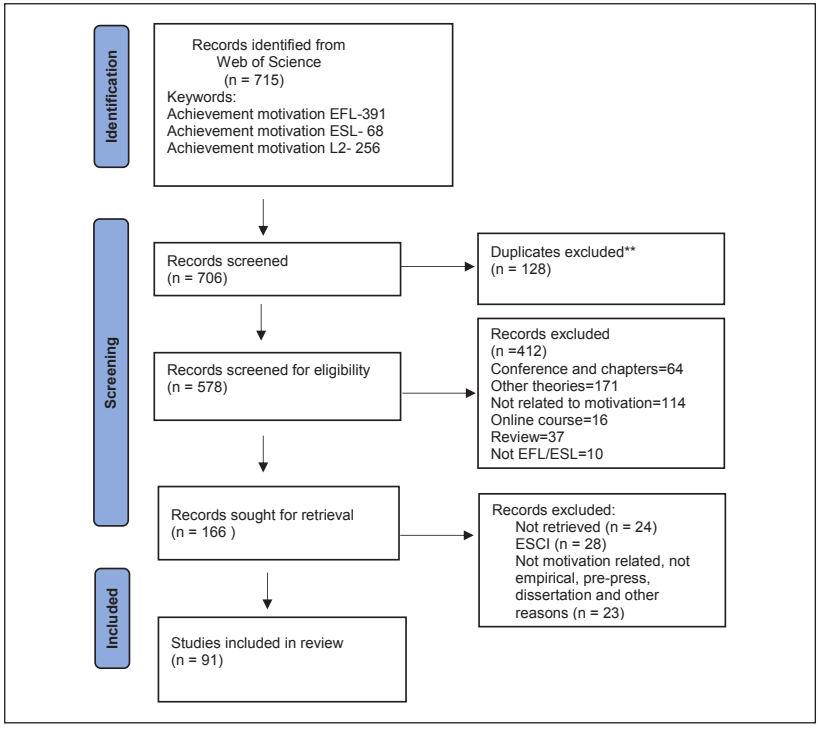
leading to the exclusion of 75 records based on the following criteria: unavailability of the full paper (24), ESCI papers (28), non-empirical studies, pre-press studies, dissertations, and others (23). Finally, 91 full papers met all the inclusion criteria for the review process.

Procedures

Figure 1 graphically describes the procedures used in this study. There were three main stages involved, namely identification, screening, and inclusion. In the identification stage, documents were identified based on the chosen keywords. Next, in the screening stage, the specified documents were filtered based on duplication, publication types, and content relevancy. The remaining documents were reviewed in the final stage.

Figure 1

The Identification, Screening and Selection of Review Papers



Note. PRISMA flow chart

The PRISMA flow chart in Figure 1 shows the search criteria for retrieving articles from WoS, and this database was selected to identify studies from high-ranked journals. The search was conducted on 14 December 2022, and only documents or publications listed in the repository between 1970 and the search date were considered. This review was conducted with the view that the theories of achievement motivation have made many contributions in the last 50 years. Given its rich history, the time is ripe for an examination of the theories' past contributions and their future potential (Koenka, 2020).

Analysis

The analysis of the data extracted from WoS underwent two phases of analysis:

1. The first phase was a descriptive analysis procedure involving descriptive statistics analysis. Selecting WoS as the sole repository used meant that the required bibliometric information could be obtained more consistently. Abstract, publication year, country of publication and other bibliometric information were extracted from the WoS database.
   In addition, frequency statistics analysis was used to enumerate the theories, research methodology, data collection procedures, and analysis tools used. This data was extracted from the articles.
2. The second phase involved a qualitative analysis of the articles' key findings. The key findings were summarised after a thematic analysis of their contents and then presented using narrative synthesis. Emergent themes were identified from the thematic content analysis. Finally, the significant contributions of the studies were synthesized and the gaps were explored.

The articles were analysed using the following criteria:

a. Country: The country of research and the level of education of the respondents, participants, or informants of the study were coded to determine in which country it was conducted and the sample involved.
b. Publishing year: The year of publication was identified to determine the recentness of the investigated issue. Hence, the pattern linking the publication date and the frequency of publication indicated the future direction of the subject matter.

c. Theories: The major theories on achievement motivation used were summarised. The theories used and discussed in the papers helped identify the gaps in the literature.
d. Research methodologies: The methodologies used by the studies including the research design were analysed and divided into categories such as quantitative, qualitative, mixed methods, and experimental studies.
e. Tools: The data collection tools and whether they were adapted, adopted, or self-developed were summarised. The data analysis tools were also categorised.
f. Findings: The key findings were synthesised, from which the major emergent themes were identified.
g. Contribution: The major contributions of the pivotal studies in EFL or ESL were synthesised, and the gaps were explored for future research directions.

RESULTS

Major Trends in Achievement Motivation Research in Terms of Theories, Methodologies and Population

Theories

An overview of the theories showed that self-efficacy theory had been applied in the highest number of studies (N=39), followed by self-determination theory (N=30). Self-efficacy, among other motivational constructs, was one of the most significant predictors of achievement and performance in a second or foreign language (Bai & Wang, 2020; Hsieh & Kang, 2010; Huang, 2008; Jaekel, 2020; Raoofi & Maroofi, 2017; Sabti et al., 2019; Sun & Wang, 2020;). Since achievement motivation refers to motivation to perform to a certain level of excellence, the theory of self-efficacy may have been more aptly employed in researching the academic motivation of EFL or ESL learners. Self-regulation theory including language learning strategy appeared in the second highest number of studies (N=24) (See Table 1), whereas academic goal theory was included in 19 different research studies. Expectancy-value theory was the focus of eight studies. Six studies applied attribution theory to research achievement motivation. Therefore, expectancy-value and attribution theories have been applied by a smaller number of studies compared to other achievement motivation theories.

Table 1

Studies on Self-Regulated Learning (SRL) and Language Learning Strategy in Relation to Achievement Motivation

Author(s)	Finding(s)
Bai & Wang (2020)	Self-efficacy predicted SRL strategy use that in turn predicted language achievement
Bai et al. (2021)	High and low achievers differed in their SRL writing strategy use and motivation
Chon & Shin (2019)	Only learners with a high quality motivation and metacognitive awareness scored high
Chularut & DeBacker (2004)	Experimental group scored higher than the control group in terms of self-regulation strategy
Csizer & Tanko (2017)	SRL strategy used was associated with increased self-efficacy and decreased writing anxiety
Gunes (2022)	Metacognitive awareness and achievement attributions were negatively correlated
He et al. (2011)	The group with monitoring, evaluating and revising strategies produced better essays
Iwaniec (2019)	The female learners reported higher level of self-regulation and motivation than the males
Iwaniec (2020)	Students with graduate fathers scored higher on self-efficacy and SRL
Jaekel (2020)	Self-efficacy significantly predicted learners' strategy use and writing achievement
Karbaksh & Safa (2020)	Self-efficacy, goal orientation and learning strategies predicted L2 achievement
Khadadad & Kaur (2016)	Self-efficacy significantly impacted learners' learning strategy use
Kondo et al. (2012)	Mobile-assisted language learning enhanced learners' SRL and learning satisfaction
Lan et al. (2020)	Joining a contract learning online community increased their SRL
Rezazadeh & Zarrinabadi (2021)	Learners' need for cognition positively predicted motivation and self-regulation
Seifert & Har-Paz (2020)	Mobile assisted learning augmented internal and external motivation to employ SRL strategies
Shawer (2010)	Low, average and high SRL teachers were not different in their course knowledge
Shen & Bai (2022)	Learners' writing self-efficacy predicted their use of SRL writing strategy use
Shyr et al. (2017)	Mastery-approach and performance-approach goals were significantly related to learning strategy employment

(continued)

Author(s)	Finding(s)
Shih & Reynolds (2018)	Goal setting integrated reading strategy instruction enhanced learners' reading performance
Sun & Wang (2020)	Self-efficacy and SRL strategies significantly predicted their writing achievement
Tavakoli & Koosha (2016)	Metacognitive strategy instruction heightened learners' self-efficacy and reading comprehension
Wilby (2022)	Learners' self-efficacy and self-regulation were significantly associated
Zeng & Goh (2018)	High and low achievers significantly differed in their metacognitive engagement SRL

Several studies employed multiple theories in their research. In various studies, self-efficacy has been examined together with all other five theories of achievement motivation. In particular, self-efficacy has been studied with goal theory in five studies and self-determination plus self-regulation in three studies. Two of the studies employed goal theory and self-determination theory to examine achievement motivation.

This finding represents the continuous development in the field of achievement motivation theories, with self-efficacy being the highest used theory. The combination of multiple theories in an individual study points to the current trend of researching multiple motivational constructs in a single study.

Research Methodologies Used in Previous Research

This review found that different research methodologies had been applied in the selected studies, namely quantitative, qualitative, mixed methods, and experimental approaches.

Quantitative Studies

69 quantitative studies employed questionnaires that were adopted or adapted from previous research. However, three studies developed their own new variable measurement scales. Norouzi et al. (2021) developed a 2×2 model of teacher achievement goal scale to quantify EFL teachers' mastery approach and mastery avoidance goals. Zheng et al. (2017) introduced an academic self-efficacy scale to measure the teachers' or parental influence in forming self-efficacy during their formative years. Li et al. (2022) proposed a vocabulary learning

motivation scale to measure learners' self-determined motivation to learn vocabulary. In summary, goal orientation and self-efficacy theories have been empirically employed with newly developed and validated questionnaires.

Most of the studies employed quantitative research methods. Among them, the highest number of studies (n=39) utilized Structural Equation Modelling (SEM), followed by correlation (n=32), and regression (n=21) analyses. 12 studies used descriptive analysis and 11 employed Confirmatory Factor Analysis (CFA). Apart from these analyses, six studies implemented ANOVA while five used MANOVA tests.

Latent variable analysis and path analysis using SEM were conducted in three and five studies, respectively. Four studies calculated the effect size of variables, and another four studies conducted mediation analysis and reported on mediator variables utilizing SEM. The most advanced statistical analyses used were latent variable analyses, path analyses, and effect-size calculations. For example, Chon and Shin (2019) conducted latent class analysis and found four clusters of metacognitive and academic motivation profiles in developing self-regulated listening among Korean middle school learners. Using the most advanced path analysis, Karbaksh and Safa (2020) reported that goal orientation, self-efficacy, and learning strategy use predicted the L2 achievement of Iranian tertiary learners. In an evaluation of an EAP programme, Wilby (2022) traced the development of writing motivation and self-efficacy of Chinese postgraduate learners in the UK and reported an increase in self-efficacy belief with a large effect size.

The average sample of the quantitative studies (n=69) was 1412.56 respondents, which is noticeably large. The highest number of respondents was reported by Xu and Durgunoglu (2019), with a sample size of 32,400 respondents, followed by Hwang (2019), Ma et al. (2018) and Vieluf and Goebel (2019), that had 24,023, 11036 and 2047 respondents, respectively. Aside from these four large sample size studies, the rest had an average sample size of 348 respondents.

Two studies had respondents from multiple regions and countries. Chen et al. (2020) included college students from Japan, the USA, and Taiwan. Hwang (2019) studied school students from Australia,

Canada, Germany, Hong Kong and Singapore, making it the study with the most diverse sample in terms of socio-cultural backgrounds.

Qualitative Studies

There were variations in the type and the number of informants chosen in the selected qualitative studies (n=4). Only one study involved EFL teachers, with a sample size of 20 (Alibakhshi et al., 2022). Three other studies (He et al., 2022; Mendoza et al., 2022; Yu et al., 2022) involved six high school EFL learners, 79 Chinese tertiary learners, and 74 Finnish first-year undergraduate learners as informants, respectively.

He et al. (2022) employed retrospective interviews, while Yu et al. (2022) used two semi-structured interviews and a focus group discussion. Alibakhshi et al. (2020) conducted semi-structured interviews. A Teachers' Sense of Efficacy scale with three parts related to student management, classroom management, and instructional strategies was employed. Mendoza et al. (2022) used learners' learning journals to map the association of L2 self-concept with their L2 writing self-efficacy. Hence, in terms of sample participants, these studies were diverse. Notably, semi-structured interviews were the most used data collection tools.

The interviews conducted by Alibakhshi et al. (2020) were recorded, transcribed verbatim, and analysed through open and axial coding. Their study found that the teachers' perception of self-efficacy positively impacted their teaching behaviour and strategies. On the other hand, the study of Yu et al. (2022) was analysed thematically using NVivo 11.0. Their study revealed that high perceived control, as well as extrinsic and intrinsic values, were associated with enjoyment, hope, and pride. Mendoza et al. (2022) analysed their data through content analysis and coding. Their study showed that positive L2 self-concept was associated with high L2 writing self-efficacy. In terms of data analysis, coding and content analysis were utilized the most.

Mixed Methods Studies

The mixed methods studies (n=10) used both qualitative and quantitative data collection processes. The quantitative data was collected through a questionnaire and analysed utilising SEM,

descriptive analysis, t-tests, correlation, path analysis, MANOVA, ANCOVA and regression analysis. Lee and Evans (2019) divided their sample participants into treatment and control groups. The treatment group reported their enhanced self-efficacy, which brought positive changes to their writing. Gunes (2022) reported a negative correlation between learners' metacognitive awareness and achievement attributions from the results obtained via descriptive analysis, ANOVA, t-test, and correlation.

Qualitative data from the two studies (He, 2008; He et al., 2011) was collected through think-aloud techniques, while two other studies (Gunes, 2022; Zeng & Goh, 2018) implemented case studies. He et al. (2011) divided participants into two groups and reported that through the think-aloud technique, group 1 utilised more revising, evaluating and, compensating strategies that made them better essay producers. Zeng and Goh (2018) employed pre-test and post-test techniques and traced Chinese learners' self-regulated listening skill development. Dincer et al. (2019) developed a Self-System Model of Motivational Development using path model analysis.

The average sample size of mixed methods studies (n=10) was 199.9 participants. The study with the least number of participants (n=4) was a longitudinal study conducted for over six months (Zeng & Goh, 2018). Four studies selected college students as participants, one study chose intermediate learners, two studies chose secondary and tertiary level students, and one study was conducted on primary learners. Anam and Stracke (2020) had the largest sample size (n=516) among the mixed methods studies. It explored the impact of self-efficacy on learning a foreign language among Indonesian primary learners.

The mixed methods studies were diverse regarding the participants' educational level, data collection, analysis tools, and language skills.

Experimental Studies

Among the experimental studies (n=7), three focused on developing learners' reading comprehension, and one on listening combined with reading. Four empirical studies conducted experiments with Mobile Assisted Language Learning (MALL) (Alamer et al., 2022; Kondo et al., 2012; Lan et al., 2020; Seifert & Har-Paz, 2020), one on the effect of concept mapping in developing self-efficacy and self-

regulation (Chularut & DeBacker, 2004), one on the effectiveness of a student-response system in a flipped classroom (Liu et al., 2019), and one on the effectiveness of metacognitive strategy instruction on developing self-efficacy and reading comprehension among Iranian undergraduate learners (Tavakoli & Koosha, 2016). The technology-assisted learning was the main variable in most of the experimental studies.

All seven experimental studies utilised pre-test and post-test techniques, questionnaires, and control and experiment groups. The studies used PLS-SEM, ANOVA, and ANCOVA as the data analysis approaches. Additionally, the achievement in L2 was traced from course GPA, achievement test, designed and tested reading comprehension test, and so on. Several new approaches and tools were used in the experiments, including the Contract Learning online community (CLOC) platform (Lan et al., 2020), Nintendo DS devices for gaming and learning English (Kondo, 2012), and a Student Response System in flipped classroom activities (Liu et al., 2019).

Country of Population

The achievement motivation studies had been carried out in 26 different countries, suggesting that diverse regions have been covered (See Table 2).

Table 2

Research Publications on Achievement Motivation Across Countries

Author(s)	Countries
Alamdari & Ghani (2022)	Iran
Alamer & Lee (2019)	Saudi Arabia
Anam & Stracke (2019)	Indonesia
Badiozaman et al. (2019)	Malaysia
Bai et al. (2021)	Hong Kong
Cagatay & Erten (2020)	Turkey
Carreira (2012)	Japan
Chen & Zhao (2022)	China
Chon & Shin (2019)	Korea
Chularut & DeBacker (2004)	The United States
Csizer & Tanko (2017)	Hungary

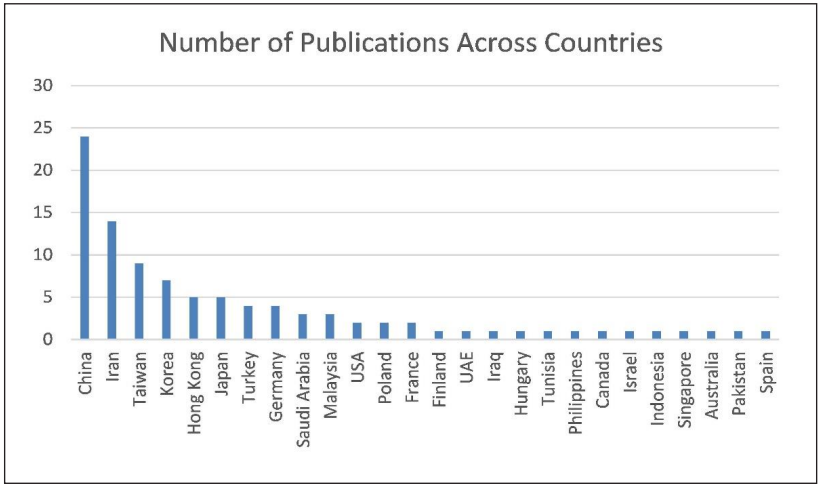
(continued)

Author(s)	Countries
Dietrich et al. (2017)	Germany
He (2008)	Taiwan
Hermesssi (2020)	Tunisia
Hwang (2019)	Australia, Canada, Singapore
Iwaniec (2019)	Poland
Liu et al. (2019)	France
Macayan et al. (2018)	Philippines
Majeed et al. (2022)	Pakistan
Mendoza et al. (2022)	Finland
Sabti et al. (2019)	Iraq
Seifert & Har-Paz (2020)	Israel
Shawer (2010)	United Arab Emirates
Soriano-Ferrer & Alonso-Blanco (2020)	Spain

Figure 2 shows the number of publications across countries.

Figure 2

Number of Publications across Countries



Note. The number of publications on achievement motivation in ELT in various countries.

The highest number of research came from China (N=24), followed by Iran (N=14). Nine papers came from Taiwan, and seven papers were from Korea. Five studies were conducted in Hong Kong and Japan, respectively. Four papers were from Turkey and Germany

each. Three papers had participants from Saudi Arabia and Malaysia each. The U.S., Poland, and France each had two papers and one paper came from each of the following countries: Finland, UAE, Iraq, Hungary, Tunisia, Philippines, Canada, Israel, Indonesia, Singapore, Australia, Pakistan, and Spain. This also showed that many studies came from Northeast Asian, European, and Middle Eastern countries. More attention should be given to other populations by conducting achievement motivation studies in other regions as well, including countries in America, Africa, and South Asia.

Education-level of population

Most studies (N= 37) had a sample consisting of undergraduate students. This may be because it is convenient for university-based researchers to choose participants from universities. The second highest number of studies included participants from secondary-level school learners (N=21). College learners were the focus of fifteen studies, while primary-level learners were the focus of eight studies. Four studies had participants from the intermediate level. Other studies included populations from the postgraduate level (N=1), teachers (N=4), and other language learning institutes (N=3), which involved a population of multiple age groups and educational levels. Among these studies, none had attempted to study pre-primary level learners. One reason could be that at the pre-primary level, learners may find it difficult to understand the cognitive constructs of the achievement motivation theories. Future studies should consider other populations such as postgraduate level learners, pre-primary level learners, and language teachers.

Skills of Population

Among all language skills, English writing skills received the highest attention in achievement motivation research, with 14 studies examining learners' writing skills in relation to achievement motivation constructs. Reading skills were the second highest number of studies (n=8), followed by listening skills (n=4) and speaking skills (n=2). Future studies should consider examining listening and speaking skills in relation to achievement motivation and language achievement.

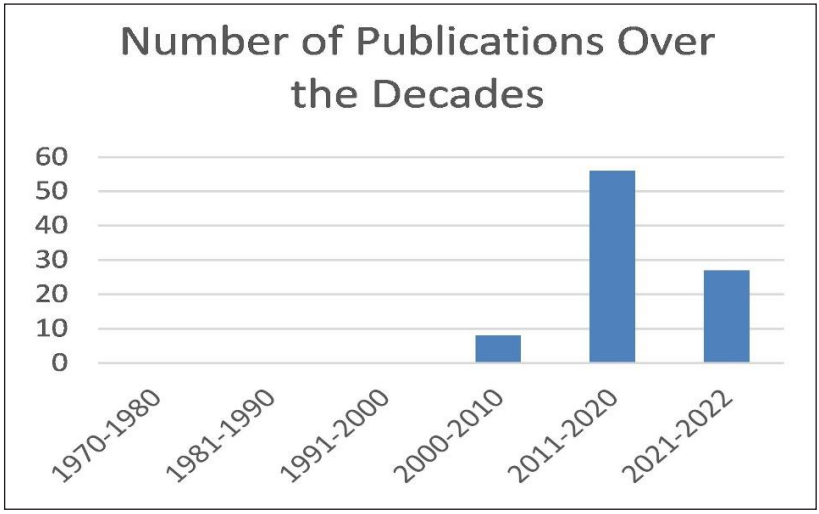
Publication Year

The search on WoS covered a duration between 1970 to 14 December 2022. Figure 3 lists the number of publications on achievement

motivation over this duration. The figure shows an increase in the number of publications. Empirical studies on achievement motivation between 2011 to 2020 showed the highest number of publications on achievement motivation research (N=56), followed by the ones published within the last two years from 2021 to 2022 (N=27). Eight publications came from the decade between 2000 to 2010. From the final 91 papers reviewed, nothing was published between 1970 to 1999.

Figure 3

Number of Publications across the Decades



Note. The number of publications on achievement motivation in ELT over the last 50 years.

The recent rising trend in achievement motivation studies suggests that achievement motivation is a relatively new branch of motivation research in the EFL or ESL contexts.

Major Themes Emerged from Achievement Motivation Research in ELT with Practical Implications for Education

Various constructs related to learners' motivation have been extensively studied in relation to learners' English achievement. In this review, four major key themes related to achievement motivation have been identified. Among these themes, language learning strategy or self-

regulated learning has been investigated in the highest number of studies (N=24). The other major themes were learner anxiety (N=11), negative emotions (N=5), and positive emotions (N=4). Apart from these themes, innovative pedagogical techniques and technological tools and their practical implications were found to be major trends in the achievement motivation literature.

Learners' self-regulated learning or language learning strategy use has been extensively studied (See Table 1). The major findings include self-efficacy as a significant predictor of SRL strategy used and language achievement (Bai et al., 2020; Bai & Wang, 2020; Jaekel, 2020; Karbaksh & Safa, 2020; Khodadad & Kaur, 2016; Sun & Wang, 2020), concept-mapping as a contributor to enhanced motivation and SRL (Chularut & DeBacker, 2004), strong goals of learners positively influencing reading comprehension and motivational strategies (He, 2008; He et al., 2011), learners coming from educated backgrounds reporting higher motivation and SRL (Iwaniec, 2020), positive impacts of mobile-assisted and online group assisted language learning on SRL (Kondo et al., 2012; Lan et al., 2020; Seifert & Har-Paz, 2020), teachers with high SRL having higher curricular content knowledge and course-design skills (Shen & Bai, 2022), and positive impacts of various strategy instructions on learners' SRL and English performance (Shih & Reynolds, 2018; Tavakoli & Koosha, 2016). Overall, investigating achievement motivation in association with learning strategy use and SRL has evolved in various directions ranging from their role in predicting learners' achievement to the effects of technology-assisted learning on SRL and instruction strategies that could enhance learners' SRL and L2 achievement.

Language learning anxiety as an affective factor is another key theme that has been researched in 11 studies (as shown in Table 3).

Table 3

Studies on Language Learning Anxiety in Relation to Achievement Motivation

Author(s)	Finding(s)
Alamer et al. (2022)	The use of WhatsApp in learning setting reduced language learning anxiety
Dong et al. (2022)	Mobile assisted language learning group had higher motivation and lower anxiety

(continued)

Author(s)	Finding(s)
Khodadady & Khazavy (2013)	Identified regulation had negative correlation with language learning anxiety
Kim (2009)	Learners having utilitarian goals suffered from high level of anxiety in speaking classes
Li et al. (2022)	Performance-approach goals were negatively related to learners' language anxiety
Rezazadeh & Zarrinabadi (2021)	Learners' need for closure and cognition predicted their anxiety and motivation
Sabti et al. (2019)	Learners with high language anxiety performed poorly in writing performance
Taghinezhad et al. (2016)	Learners' goal orientations were weakly correlated with their L2 anxiety
Wang et al. (2021)	Highly self-efficacious students felt less anxious than their counterparts
Wu et al. (2022)	Self-efficacy mediated between anxiety and achievement in English
Zhang et al. (2022)	Learners' self-concept negatively predicted their language learning anxiety

The experimental studies revealed that WhatsApp, computer-assisted, and mobile-assisted language learning increased learner motivation and lessened anxiety (Alamer et al., 2022; Dong et al., 2022). Other studies reported higher levels of anxiety among learners taking speaking courses compared to reading courses (Kim, 2009), the positive influence of the performance goal approach in increasing learners' motivation and how it could decrease their anxiety (Li et al., 2022), negative correlations between learner anxiety, motivation, and self-efficacy (Sabti et al., 2019; Zhang et al., 2022). Overall, most of the studies sought different ways to reduce learner anxiety and observed the relationship between anxiety and motivational constructs.

Negative emotions in terms of burnout and emotional exhaustion have been studied in relation to achievement motivation as another recurring theme in the third highest number of studies (N=5) (Alibakhshi et al., 2020; Ghanizadeh & Jahedizadeh, 2017; Jahedizadeh et al., 2016; Karimi & Fallah, 2021; Norouzi et al., 2021). Alibakhshi et al. (2020) observed that teachers with high self-efficacy experienced higher job

satisfaction and less burnout, resulting in higher motivation among their students. Teachers' mastery approach goals were positively associated with their emotional exhaustion, while the opposite was found for mastery avoidance goals (Norouzi et al., 2021). Teachers' support also plays an important role in lessening learners' academic burnout (Karimi & Fallah, 2021). One study reported that student burnout negatively affected their mastery goal and motivation (Jahedizadeh et al., 2016). The majority of studies exploring burnout or emotional exhaustion involved teachers as the sample and observed factors that influenced their burnout.

Issues of the positive psychology of learners are another recent trend in the achievement motivation literature (Bai et al., 2020; Chen et al., 2020; Menzoza et al., 2022; Yu et al., 2022). Growth mindset and positive psychology were found to impact learners' SRL positively and positive emotions across countries and cultures (Bai et al., 2021; Chen et al., 2020). Mendoza et al. (2022) and Yu et al. (2022) investigated issues of positive self-concept and hope and how they impacted learners' achievement motivation and reading comprehension. However, research on factors related to positive psychology issues in association with achievement motivation in the EFL/ESL contexts is still in the early stages.

Experimentations in the teaching and learning of English, particularly involving innovative pedagogical techniques (N=22) were a noticeable trend in achievement motivation studies. Seven studies examined teachers' psychology. The impact of teacher-student relation and teachers' effective support on students' achievement motivation was investigated in five studies (Karimi & Fallah, 2021; Liu et al., 2022; Ma et al., 2018; Ma et al., 2020; Vieluf & Gobel, 2019). All these studies found that teachers' emotional support could positively enhance students' learning motivation. Two more studies focused on teacher-related aspects in EFL/ESL, the relation between teachers' self-efficacy and burnout (Alibakhshi, 2020) and the association between teachers' ICT self-efficacy, the growth mindset, and their continuance intention (Bai et al., 2021).

Observing achievement motivation in relation to L2 achievement has been the focus of many studies. One probable reason behind these studies is that achievement motivation is a motive that mainly drives learners to perform better compared to their peers. L2 achievement

has been measured using indicators such as pre-test and post-test measures, standardized English tests, and course GPA. From the educational psychology perspective, the connection between achievement motivation and L2 achievement could be explained by a competitive learning situation that has been linked to the concept of achievement motivation (Atkinson, 1953).

This review also found that technology-assisted learning has recently gained more attention within experimental achievement motivation research. This study reviewed innovative research that tried to look into the psychological process of motivated behaviour in using mobiles for L2 learning. Other studies have focused on the use of WhatsApp to support learning, increase motivation, and decrease anxiety, the use of online groups to enhance L2 learning, the use of mobile-assisted vocabulary learning app along with CALL and MALL's influence on motivation, anxiety, and self-efficacy, MALL practices that can increase SRL through online groups, as well as implemented interventions in the teaching-learning process (Alamer et al., 2022; Chen & Zhao, 2022; Dong et al., 2022; Kondo et al., 2012; Lan et al., 2022). However, all studies did not report the expected outcomes of using technology in L2 learning. Nevertheless, digital technology could be a prospective research topic for future research, especially considering its potential for intervention programmes in EFL/ESL classes.

Gaps in Achievement Motivation Research in ELT for Future Researchers

While self-efficacy, self-determination and goal-orientation of EFL/ESL learners have been examined widely, the investigation of attribution and expectancy-value of learners have remained under-explored. Since learners' attribution beliefs, expectations and task value are key contributors to motivation and EFL/ESL achievements, this review recommends more research into these crucial social-cognitive aspects of learners in future research. Also, two studies explored issues related to positive psychology including positive self-concept, enjoyment, hope, and pride which also hold potential prospects for future achievement motivation researchers.

Although these studies have looked at learners' feelings of anxiety, emotional exhaustion, and burnout and their learning strategies

in the context of achievement motivation, investigations into the learners' background such as their socioeconomic status (SES) and cultural milieu have been largely absent. Parental involvement in learners' EFL/ESL was also under-investigated. This review suggests incorporating parental participation in achievement motivation studies. The background of EFL/ESL learners should be considered for future research since it is a crucial factor in predicting the success or failure of EFL/ESL.

Out of 91 papers, four qualitative studies suggested the necessity to conduct more qualitative studies in this field. Qualitative studies that can offer a rich, in-depth understanding of the teachers and learners' perspectives are a potential avenue for future researchers. Incorporating qualitative research design in this regard would enable researchers to obtain a more elaborate overview of, for example, the psychological factors that influence active participation in flipped classrooms (Ng, 2018; Shih et al., 2018) and the nuanced psychological mechanisms of learners' SRL (Silverajah et al., 2017). Moreover, most qualitative studies in this review relied on semi-structured interviews as the data collection approach, with only one study implementing retrospective interviews to collect data. Aside from the mentioned qualitative data collection approaches, future research could consider employing microanalysis measures to capture learners' SRL at a learning task in real-time utilizing think-aloud and before, during, and after-task interviews to better understand learners' thought processes and their SRL learning strategies (Zheng & Zhang, 2020).

This review consisted of mostly cross-sectional studies. Little is known about how learners' achievement motivation rises and falls throughout their learning. Longitudinal studies are certainly an avenue worth exploring.

In general, the samples of the reviewed studies mostly came from Northeast Asian and Middle Eastern countries. Populations from Africa and South Asia should be considered in future studies to broaden the understanding of achievement motivation in many different cultural contexts. Moreover, while there are already many studies involving tertiary learners, primary-level learners and teachers have not received a significant amount of attention. Similarly, since writing and reading skills have been extensively studied in many studies, future studies could consider investigating learners' speaking and listening skills as well.

DISCUSSION

Achievement motivation researchers have increasingly addressed educational policy-oriented issues. Burnout, or academic exhaustion, of teachers and learners in the EFL or ESL context, has become an emerging theme in the field. Researchers have explored its relationship with self-efficacy, teacher-student relations, and teachers' professional development programs. More recent research has investigated teachers' affective support and its impact on learners' shame emotion and intrinsic motivation. This reflects Anderman's (2020) observation that contemporary researchers are incorporating motivational values and factors of socio-emotional learning into educational policy-related issues. One potential reason behind this trend is the high level of anxiety and stress in academia reported in the last two decades (Karimi & Fallah, 2019). While the studies attempted to identify issues surrounding teacher and learner burnout, they did not focus on any interventions to overcome this situation. This is an area of research that future researchers could consider exploring (Shreffler et al., 2020).

One of the integral components of most achievement motivation theories is the "self" (Maehr, 1977). An increasing number of achievement motivation studies have focused on the issues of and the probable strategies to address the cognitive, affective, and emotional factors pertaining to learning anxiety, growth mindset, and learner engagement in EFL/ESL classes. This finding corroborates Anderman's (2020) view that "self-focused constructs" are predominantly focused on in an abundance of studies of achievement motivation (Anderman, 2020, p. 3). The fact that the individual learner self has been extensively studied in the papers reviewed can be explained by the observation of Vonkova et al. (2021) that, in the post-method pedagogy, the environmental and individual learner's issues and motivation help instructors to implement necessary strategies. However, teacher-centred studies are still relatively scant in achievement motivation literature. As teachers' experiences, potential and growth are pivotal in facilitating classroom-oriented learning in post-method pedagogy (Kumaravadivelu, 1994), this review advocates more research on teacher-centred factors to obtain an in-depth overview of their role and strategies in influencing learners' achievement motivation in ELT.

Contextual factors, which are crucial in shaping learners' achievement behaviour (Maehr, 1977; Wigfield & Koenka, 2020), have also

received a renewed interest among researchers. Four studies addressed situational factors that affect the effort of students to use rubrics in assessment situations, the gender difference in self-efficacy beliefs and intrinsic values, SES and its impact on motivation, and cultural and societal impacts on their goal setting. However, apart from classroom factors that may influence EFL/ESL success, learners' social and cultural factors and their probable impacts on achievement motivation have been studied by two studies (Bai et al., 2021; Iwaniec, 2020). Therefore, more achievement motivation studies on social factors related to EFL/ESL are required, given how various contextual factors impact or determine learners' motivation (Nolen & Ward, 2008). The need to incorporate social and cultural factors in motivation research lends support to Vygotsky's (1978) concept of learning as a process of social construction of knowledge (Alsheqeeti, 2016). Such research also has the potential to offer a deeper understanding of effective input for learners, effective pedagogical instructions for instructors, and conducive learning environments for parents (Kakita & Palukuri, 2020).

Two studies examined achievement motivation constructs of participants coming from different regions (Chen et al., 2020; Hwang, 2019), indicating that culturally diverse populations have not been widely studied. Researchers have also realized this deficiency (Koenka, 2020; Wigfield & Koenka, 2020). Wigfield and Koenka (2020), for instance, urge researchers to also conduct studies involving other groups since some theories have been examined primarily using "white samples." Higher inclusiveness would ensure social justice and socially equitable ways to do research and understand teaching and learning in various contexts (Nind, 2014).

The role of achievement motivation in technology-assisted learning emerged as a crucial research trend in achievement motivation research. These studies offer insights into EFL/ESL pedagogy that uses new techniques to improve L2 speaking and vocabulary, and the implementation of computer and mobile-assisted learning. This finding concurred with Vonkova et al.'s (2021) report on the utilisation of various mobile and computer-assisted learning in the current achievement motivation literature. The integration of technology into ELT as well as the prevailing research trend also implied that learners must be equipped with the necessary skills to adapt to the fast-changing developments in learning technology (Kehing & Yunus, 2021).

CONCLUSION AND IMPLICATIONS FOR FUTURE RESEARCH

This review presented an analysis of the research done in the area of achievement motivation, by looking at the theories, methodologies, research tools and intervention programmes used in selected studies. The self-efficacy or social-cognitive theory emerged as the most widely applied theory in achievement motivation research. On the other hand, the expectancy-value theory was shown to be the most underexplored theory (n=4) among the major achievement motivation theories, which could be of interest to future researchers.

Regarding the methodology used, the quantitative method was the most widely used method by far (n=69). The small number of qualitative studies done in this area (n=4) may inspire more qualitative researchers to expand the existing knowledge on achievement motivation. In terms of data analysis, SEM was the most advanced analysis tool used in the selected achievement motivation studies. Arguably, mixed methods and experimental research have advanced to the point where digital technology can be incorporated into intervention programmes to measure the improvements in achievement motivation. The technology-assisted mixed methods approach to studying achievement motivation is an interesting direction for further research.

Aside from theory and methodology, very few studies have attempted to examine the psychological processes that occur in the learner's mind while learning. More studies that deeply explore these processes are needed. Furthermore, among the four basic language skills, listening and speaking skills received the least amount of focus. There is much to learn about the relationship between achievement motivation and language skills.

There is a growing consensus among researchers that motivation research needs to be more inclusive (Vonkova et al., 2020). Further research should consider researching student populations in less explored regions such as Africa and South Asia, as well as socially disadvantaged learners. More attention should be given to how learners' racial and cultural backgrounds and experiences influence their motivation. There is also a need for more research on how to improve the learning context, from a policy-making perspective (Wigfield & Koenka, 2020).

Finally, achievement motivation research has evolved with the advancement of education policy and teaching-learning practices. Technology has become an integral part of achievement motivation research, from collecting learners' responses via online platforms to implementing intervention experiments that could boost students' achievement motivation. Research that is aligned with practical educational practice and policy can further enrich the field of achievement motivation research.

Limitations

This review has some potential limitations. Since the papers were solely obtained from Web of Science (WoS) to ensure a pool of high-quality research articles, good-quality research works published in other databases remained out of the scope of this review. Also, the book chapters and dissertations were not included in this review because of the exclusion criteria. Therefore, the results of this review should be interpreted reflectively with these limitations in mind.

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