



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Languages Education
English Language Teaching Program

A CASE STUDY ON THE PARAMETERS UNDERLYING PATTERNS OF
CHANGE IN DIRECTED MOTIVATIONAL CURRENTS

Mehmet SAK

Master's Thesis

Ankara, (2020)

With leadership, research, innovation, high quality education and change,

To the leading edge... Toward being the best...



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Languages Education
English Language Teaching Program

A CASE STUDY ON THE PARAMETERS UNDERLYING PATTERNS OF
CHANGE IN DIRECTED MOTIVATIONAL CURRENTS

HEDEFLİ MOTİVASYONEL AKIMLARDA DEĞİŞİM ÖRÜNTÜLERİ OLUŞTURAN
ETKENLER ÜZERİNE BİR DURUM ÇALIŞMASI

Mehmet SAK

Master's Thesis

Ankara, (2020)

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **MEHMET SAK** and entitled “A Case Study on the Parameters Underlying Patterns of Change in Directed Motivational Currents” has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

Chair Asst. Prof. Dr. Ufuk BALAMAN

Member (Supervisor) Asst. Prof. Dr. Nilüfer CAN
DAŞKIN

Member Asst. Prof. Dr. Pelin İRGİN

This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 08/06/2020 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master’s Thesis** in the **Program of English Language Teaching/Foreign Language Education** by the Board of Directors of the Graduate School of Educational Sciences on/...../.....

Prof. Dr. Ali Ekber ŞAHİN
Director of Graduate School of Educational Sciences

Abstract

Following the introduction of “Directed Motivational Currents (DMCs)” theory in recent years to account for highly robust and productive motivational surges in second/foreign language learning (L2), we have witnessed the emergence of a wide range of studies seeking to enhance our understanding of this unique type of motivational phenomenon. However, research into DMCs as a construct is still lagging behind in the Turkish EFL context. Besides, although L2 motivation research is going through a paradigm shift nowadays that recognizes motivation as a dynamic phenomenon, there remains very little discussion on the dynamic nature of DMCs. Against this background, the aim of the current study is twofold: 1) to offer additional evidence on the validity of DMCs as a construct in the Turkish EFL context, 2) to investigate the parameters that cause motivational fluctuations in learners’ DMC-induced motivational trajectory. The study utilized a qualitative database collected from 3 focal EFL learners studying in a private university in Turkey. First, ebbs and flows in participants’ motivational trajectories were identified via self-plotted motigraphs over 4 weeks. Then, each participant was interviewed once a week to determine what caused their motivational fluctuations and the interview data were analyzed using thematic analysis. Findings indicated that a DMC is a highly complex, dynamic, and personal experience. The findings also revealed that learners’ DMC experience is influenced by a multitude of social, personal and contextual factors. Taken together, the findings provide implications for how to facilitate the use of DMC-type motivation in L2 classroom settings.

Keywords: language learning motivation, vision, directed motivational currents, complex dynamic systems theory, language learning psychology.

Öz

İkinci dil öğreniminde oldukça güçlü ve verimli motivasyonel yükselişleri tanımlayan “Hedefli Motivasyonel Akımlar” teorisinin son yıllarda ortaya çıkışını takiben, bu kendine özgü motivasyonel olaya ilişkin anlayışımızı güçlendirmek isteyen çok sayıdaki çalışmanın ortaya çıkışına şahit olduk. Ancak, konuya ilişkin çalışmalar Türkiye bağlamında geride kalmıştır. Ayrıca, ikinci dil öğrenme motivasyonu, motivasyonun dinamik bir fenomen olarak incelendiği bir paradigma değişikliği yaşıyor olmasına rağmen, DMC teorisinin dinamik yapısına ilişkin oldukça az tartışma bulunmaktadır. Bu temelde, bu çalışmanın iki amacı vardır: 1) DMC modelinin geçerliliğine ilişkin Türkiye bağlamında ek kanıt sunmak, 2) öğrencilerin DMC kaynaklı motivasyonel durumlarında değişim dalgalanmalarına yol açan parametreleri araştırmak. Bu amaçla çalışma, Türkiyede özel bir üniversitede İngilizceyi yabancı dil olarak öğrenen 3 öğrenciden toplanan nitel veritabanını kullanmıştır. Katılımcıların motivasyonel durumlarında yaşanan dalgalanmalar kendilerinin çizdikleri motivasyon grafikleri aracılığıyla 4 hafta boyunca belirlenmiştir. Devamında, motivasyonel dalgalanmalarına nelerin neden olduğunun saptanması için her bir katılımcıyla haftada bir kez mülakat yapılmıştır ve mülakat verileri tümevarımsal tematik analiz yoluyla incelenmiştir. Bulgular, DMC olarak tanımlanan motivasyon türünün oldukça kompleks, dinamik ve kişisel bir deneyim olduğunu göstermektedir. Bulgular ayrıca DMC motivasyon türünün birçok sosyal, kişisel ve bağlamsal faktörden etkilendiğini göstermektedir. Genel olarak ele alındığında, bu bulgular DMC motivasyon türünün sınıf ortamında kullanımının nasıl kolaylaştırılabileceğine ilişkin çıkarımlar sunmaktadır.

Anahtar sözcükler: dil öğrenme motivasyonu, vizyon, hedefli motivasyonel akımlar, kompleks dinamik sistemler teorisi, dil öğrenme psikolojisi.

Acknowledgements

I would like to dedicate this work to the memories of Assoc. Prof. Dr. Hüseyin Öz (1967-2019) and my role model and previous supervisor Prof. Dr. İsmail Hakkı Erten (1968-2019), to whom I owe a lot. Hüseyin Öz was always supportive and encouraging; İsmail Hakkı Erten was a true example of how to be a good academician and teacher. He showed us what is right and what is wrong. When we were saddened by the loss of Hüseyin Öz in May-2019, İsmail Hakkı Erten said “the life is not fair, Mehmet”. He passed away after seven months in December-2019. You are right, professor. The life is not fair. We have strived to help you win the war; we wished a lot to see you walking again. We could not succeed.

We will always remember you with your smiling face and endless hope. I promise I will do my best to follow your principles and proceed from the way you showed us.

I am grateful that our paths crossed.

Rest in peace.

Table of Contents

Abstract	ii
Öz.....	iii
Acknowledgements	iv
List of Tables	vii
List of Figures.....	viii
Symbols and Abbreviations	ix
Chapter 1 Introduction.....	1
Individual Differences Research and L2 Motivation	1
Statement of the Problem	9
Aim and Significance of the Study.....	9
Research Questions.....	12
Assumptions.....	12
Limitations.....	14
Definitions	17
Chapter 2 Literature Review.....	19
Long-standing Controversy over the Conceptualization of L2 Motivation.....	19
Social-Psychological Period.....	23
Cognitive-situated Period	33
Educational Shift in 1990s.....	36
Reform Papers	37
Self Determination Theory	46
The process-oriented Period.....	47
Socio-dynamic Perspectives	48
Complex Dynamic Systems: What does it offer for L2 Motivation?	48
Directed Motivational Currents (DMCs).....	49
Flow Versus DMCs	51

Where to locate DMCs in our chaotic world?	52
Hallmark Features of DMCs	54
Related Studies on DMCs	59
Chapter 3 Methodology	63
Setting and Participants	63
Data collection.....	67
Instruments	69
Data Analysis	70
Chapter 4 Findings	72
RQ1: What are the characteristic features of participants' DMC experience?... 72	
RQ2: What are the patterns of change in the motivational trajectory of the learners' caught up in a DMC?..... 86	
RQ3: Which parameters cause fluctuations in learners' DMC-induced motivational trajectory?	92
Summary of the Findings	108
Chapter 5 Discussion and Conclusion.....	113
Summary of the Study.....	113
Characteristic Features Observed in the DMC Experience of the Participants	114
Complexity and Dynamism in DMCs.....	120
Pedagogical Implications	130
Methodological Implications	131
Suggestions for Further Research	132
References	134
APPENDIX-A: Motigraph.....	148
APPENDIX-B: Ethics Committee Approval.....	149
APPENDIX-C: Declaration of Ethical Conduct	150
APPENDIX-D: Thesis/Dissertation Originality Report.....	151
APPENDIX-E: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı.....	152

List of Tables

Table 1 <i>Data Collection Instruments</i>	70
--	----

List of Figures

<i>Figure 1. Socio-Educational Model (Gardner & MacIntyre, 1993a, p. 8).....</i>	31
<i>Figure 2. Dörnyei's L2 motivation model (Dörnyei, 1994a, p. 280).....</i>	40
<i>Figure 3. L2 Motivation model of Tremblay & Gardner (1995, p. 510).....</i>	45
<i>Figure 4. The motivational pattern of Özlem.....</i>	87
<i>Figure 5. The motivational pattern of Deren</i>	89
<i>Figure 6. The motivational pattern of Nizam.....</i>	90
<i>Figure 7: Motivational dynamics in Özlem's motigraph: Week 1 and Week 2</i>	93
<i>Figure 8: Motivational dynamics in Özlem's motigraph: Week 3 and Week 4</i>	96
<i>Figure 9: Motivational dynamics in Deren's motigraph: Week 1 and Week 2</i>	98
<i>Figure 10: Motivational dynamics in Deren's motigraph: Week 3 and Week 4</i>	102
<i>Figure 11: Motivational dynamics in Nizam's motigraph: Week 1 and Week 2....</i>	105
<i>Figure 12: Motivational dynamics in Nizam's motigraph: Week 3 and Week.....</i>	107
<i>Figure 12: Motivational dynamics in Nizam's motigraph: Week 3 and Week 4....</i>	107

Symbols and Abbreviations

DMC: Directed Motivational Current

DMCs: Directed Motivational Currents

CDST: Complex Dynamic Systems Theory

CDS: Complex Dynamic Systems

SLA: Second Language Acquisition

L2: A Second or Foreign Language

ID: Individual Difference

IDs: Individual Differences

Chapter 1

Introduction

Directed Motivational Currents (henceforth DMCs) as a construct has been popularized recently to account for highly robust and productive motivational surges in pursuit of a much desired goal of personal significance. Drawing on a qualitative database, the aim of the present case study is twofold: 1) It aims to validate the proposed structure of DMCs in the Turkish EFL (English as a Foreign Language) context. 2) It seeks to explore the parameters that underlie patterns of motivational fluctuations in the motivational trajectory of the learners identified with a DMC. Such a research focus has the potential to produce further empirical evidence on the validity of the construct and to shed some light on its dynamic, personal and complex nature. This introductory chapter will first provide a brief overview of the emergence and the development of research into Individual Differences (IDs) within the field of Second Language Acquisition (SLA), with a focus on highlighting the significance of “motivation” as part of this research agenda. It will then explain the introduction of the DMC model in the field. In what follows, the chapter will address the research gaps in the literature that gave the initiative for the current study, which will demonstrate the significance of the study. Next, the research questions under scrutiny and the details in relation to assumptions and limitations of the study will be presented. Finally, this chapter will conclude by giving the definitions for some basic terms.

Individual Differences Research and L2 Motivation

The last two decades have seen a notable increase in the recognition of Individual Differences (IDs) as a fundamental property of L2 learning success (Cooper, 1998; De Raad, 2000; Dörnyei & Skehan, 2003; Ellis, 2012; Sawyer & Ranta, 2001; Snow, Corno, & Jackson, 1996). ID constructs are defined as “dimensions of enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree” (Dörnyei, 2005, p. 4). In a more recent work, Dörnyei (2015) conceptualized IDs as “anything that marks a person as a distinct and unique human being” (p. 2). As implicated by the definitions given, studies on IDs focus on the investigation of how universally possessed characteristics show variability across individuals (Dörnyei, 2006; Dörnyei &

Murphy, 2010). There is a vast amount of literature that investigated the impact of IDs on the cognitive and emotional processes underlying L2 learning.

The key role attributed to IDs in determining the extent and effectiveness of learning an L2 has led to widespread discussions over time. To illustrate, Dewaele (2009) argued that ID constructs existing within neural cognitive mechanisms may account for the differences observed in the rate of L2 development. In the same vein, Dewaele (2012) emphasized the significance of individual characteristics by suggesting that they predict the ultimate degree of failure or success in the study of an L2. Similar lines of argument can also be found in the seminal work of Zoltan Dörnyei entitled "*The psychology of the language learner: Individual differences in second language acquisition (2005)*". In this highly-cited work, Dörnyei not only provided a comprehensive picture of IDs by extending their previously established theoretical framework, but also offered an in-depth analysis on how ID variables may relate to language learning studies. He noted that a direct path seems to exist between the processes underlying Second Language Acquisition (SLA) and IDs.

Although the initial attempts made to research IDs can be traced back to the works of Alfred Binet (1857-1911), a real initiative to examine their implications on SLA came after the work of Rubin (1975) in which he discussed what makes a good language learner. Rubin put forward that there is a large spectrum of learner dimensions that may enhance or impair one's language learning performance. The synthesis of such learner variables as language aptitude, motivation and learning style was acknowledged to exert a major influence on why, how, and in what way(s) L2 learning takes place.

Historically, the term *Individual Differences* has been used to map out a composite of relatively static and unique attributes that do not lend itself to situational variation. Simply put, individual differences have been conceptualized as context-free and stable characteristics (Dörnyei, 2009a). In accordance with this view, scholarly efforts typically aimed at studying IDs as independently occurring constructs. It is in this relation that previous studies on the subject have suffered from a restricted range of methodology and most of the work carried out has failed to acknowledge the dynamic aspects of IDs. As a consequence of this, the possible interaction between learner dimensions remained unexplored to a large extent. Such identified limitations provided impetus in the succeeding years

to challenge the classical understanding of IDs on the grounds that it is far away from addressing the mutual interaction between learner characteristics. Dörnyei (2005), for example, concluded that a precise understanding of how IDs influence L2 learning entails to focus more on their *context-dependent* nature rather than simply studying them as context-free and isolated concepts. This view is in agreement with Ellis and Larsen-Freeman (2006) who suggested that “to attribute causality to any variable (or even a constellation of variables) without taking time and context into account is misguided” (p. 573). A straightforward analysis of IDs fails to consider the fact that learner characteristics show variance depending on time-related and situation-specific parameters (Dörnyei, 2009a). Taken together, growing calls were made to readdress IDs within a more elaborate conceptualization.

In light of the above-mentioned considerations, recent years have witnessed a fundamental shift in focus towards recognizing IDs as interdependent and situationally changing variables. Our previous understanding has undergone a radical retheorization process. While the classical view that ID variables are typically static constructs has ended up with an outdated argument, the emphasis has come to be placed on their situationally changeable nature. More importantly, this brand-new understanding has given rise to new theoretical discussions on the multidimensional and dynamic nature of IDs.

The above mentioned paradigm shift, conceived of as “Dynamic turn” in SLA (Dörnyei & Ushioda, 2011), puts individuals at the center of attention and examines the developmental processes of a wide range of complex phenomena underlying the learning of an L2. Rather than relying on typical statistical processes that focus on unidirectional causal relationship between a dependent and independent variable in an isolated fashion, a greater focus has been placed upon the mutual interplay among IDs (Dörnyei, MacIntyre, & Henry, 2015). Accordingly, case studies have become significant for understanding varying degrees of complexity and interaction regarding IDs while traditional research paradigm has witnessed a steady decline in value (Dörnyei et al., 2015). Such conventional approaches have been argued to be of poor quality according to the lessons offered by Dynamic Systems Theory (DST), not only because their over-reliance on statistical analysis but also because of shortcomings in methodological

approaches that give no room for examining individual-level variation. Driven by Dynamic Systems Theory (DST), dynamic paradigm shift in SLA therefore represents a milestone on the path towards understanding complex processes underlying L2 learning. Researching individual differences from a dynamic systems perspective may arguably prove valuable in better understanding their roles in determining the effectiveness of L2 learning.

At this point, one may ask the following question: “Now that it has led to a paradigm shift in SLA, what are the offerings of Dynamic Systems Theory?” A good summary of the benefits of the DST has been provided in the work of Dörnyei et al. (2015) in which they devoted a substantial session to reflecting on the pros and cons of DST. In this sense, potential tenets of the approach have been outlined under five main headings as follows:

- DST is particularly well-suited for reflecting multidimensional nature of SLA.
- DST evinces itself in a triangular amalgam which brings together personal attributes, external factors and context-specific variables.
- DST represents the emergence of a novel research agenda which turns its face away from collective studies and pays more attention to an individual-based understanding.
- DST is situated in a position that allows for adopting both qualitative and quantitative methodologies in a mixed manner, rather than simply employing either of them.
- DST sheds light on developmental and dynamics aspects of SLA in its all complexity.

Considering the existing literature which addresses IDs as a major factor influencing the extent and effectiveness of learning attainment in L2 (Dörnyei & Skehan, 2003; Ellis, 2012; Nitta & Baba, 2015), we are now well equipped as an academic community to grasp the relevance and significance of individual differences in terms of SLA. IDs have come to be considered as one of the underlying mediators of L2 learning and such a mission is also rooted within the conceptualization of the paradigm itself. The term “difference” in the title refers to

the fact that “people learn second languages in a variety of settings, in a variety of ways and with varied outcomes” (Benson & Nunan, 2005, p. 4).

It goes without saying that the characteristics by which people differ on degree are broad in scope and thus much literature has been published to date on different ID dimensions (for an overview, see Dörnyei & Ryan, 2015). Of all the dimensions in focus, however, motivation is regarded as being one of the most widely and extensively studied one over years (Dewaele, 2009; Dörnyei, 2005; Masgoret & Gardner, 2003; Ushioda, 2008). Research into motivation to learn a second or foreign language has a long history that stretches back over sixty years. Expectably, such an increased scholarly attention given to motivational drives of L2 learning gave rise to intense theoretical discussions. The birth of research into L2 motivation is most commonly associated with the work of Canadian Psychologists Gardner and Lambert (1959) in which they showed that L2 language achievement is not only determined by linguistic aptitude but there are also motivational variables which influence the degree of L2 learning attainment. This seminal work marks the opening of the research agenda that would become a vast and rapidly expanding field of inquiry in the following years. With the introduction of motivation as a key parameter that determines L2 learning success, scholars started to abandon the long lived but at the same time inadequate view that associates L2 success mainly with language aptitude. Instead, they started to advocate a more holistic approach, thereby taking into account social-psychological dimensions of L2 studies, in particular motivational variables. In the ensuing years, various attempts have been made to create a comprehensive motivational model which will account for where the source of motivation to study an L2 comes from (for an overview, see Al-Hoorie, 2017).

Indeed, the existing literature on L2 motivation is robust and still growing, and can be classified into four main phases, each of which has a particular stance regarding the conceptualization of L2 motivation. This way of classification facilitates to keep track of the developmental stages through which L2 motivation research has evolved over years. Dörnyei and Ushioda (2011) summarized the milestones of this line of research as follows:

- The Social-psychological Period (1959-1990):

- The Cognitive-situated Period (the 1990s):
- The Process-oriented Period (the turn of the century):
- From Process-oriented to Socio-dynamic Perspectives (present):

A detailed overview of these phases is given in the literature review part.

It is surprising that while L2 motivation research has attracted such a great deal of attention for decades and many conceptual frameworks have been proposed, the question how to sustain motivation over time has remained largely unanswered. With the aim of offering an alternative solution to this problem, Dörnyei and his team (Dörnyei, Ibrahim, & Muir, 2015; Dörnyei, Muir, & Ibrahim, 2014; Muir & Dörnyei, 2013) have pioneered the development of “Directed Motivational Currents (DMCs)” which describe periods of intense motivational loading fueled by and in chase of a visionary future goal. Stressing the significance of DMC research, Dörnyei and his team have argued that if we are able to understand the working mechanism of DMCs, we can increase our knowledge on how to sustain motivation over time, inasmuch as the same operational principles of DMCs are at work for all the long-term motivational experiences.

DMCs as a novel motivation construct foreground the imaginary power of vision as the main motivational tool in language learning and posits that those captured by a motivational current find themselves in an exceptional period of productivity, which in turn enables them to achieve more than reasonably expected (Dörnyei et al., 2015). More simply put, prolonged and focused engagement with a distal target creates a sense of ownership of the target and thus all the procedural requirements on the way towards the target are handled with relative ease. Indeed, the robustness of such a pervading sense of optimum operational performance which is retained all along a DMC pathway is augmented with a clear visionary purpose/end-goal (Muir & Dörnyei, 2013). A set of proximal subgoals that fall into place following the launch of a DMC also serve to the attainment of this valued distal target by means of sustaining the initial momentum. It is in this relation that a clearly defined goal with related proximal subgoals is at the core of the entire motivational process of a DMC, because it not only forms a coherent whole but also provides a concentrated focus to which one’s effort and motivational energy is steered with the purpose of achieving an ultimate goal

(Dörnyei, Henry, & Muir, 2016). Accomplishment of smaller steps makes individuals one step closer to reaching a finishing line and creates a sense of progress, which provides further energy for the initial motivational momentum. Broadly construed, following the launch of a DMC, the resulting motivational momentum continues on an amazing upward trajectory. Ibrahim (2016a) discussed the practical value of DMC research in the following words:

Once in a DMC, an individual or group performs beyond the everyday motivational levels and achieves a remarkable outcome within a shorter period of time than otherwise. Therefore, whereas it may not substitute the motivational strategies L2 teachers are already familiar with and have successfully utilized, a DMC can be seen as an occasional treatment used to move inert students who are suffering from demotivation or to enthuse already-motivated students to increase performance and productivity (p. 7).

Given the long-standing lack of emphasis on motivational sustainability, it seems fairly reasonable to view the bulk of previous research on L2 motivation as mainly restricted to a small range of domain where the focus has largely remained on examining motivation as a transitory phenomenon. A search of literature clearly shows that there exists a traditional overreliance on the linear interaction between motivation and motivated behavior in L2 settings (Dörnyei et al., 2015). Such a superficial treatment of motivation attributes the emergence of L2 motivated behavior simply to the existence of an initial motive. However, this narrow interpretation has left unexplored the subsequent processes during which the triggering stimulus may either show persistence in one's life or go into a transformational phase and thus may lead to another course of action by deviating from its initially scheduled route (Dörnyei et al., 2016). In this sense, conceived of as being the "*optimal form*" of the long-term motivated behaviors (Dörnyei et al., 2016, p. Xiii, emphasis in original), DMCs appear to be an ideal candidate to offer promising insights into motivational sustainability in L2. Given its potential benefits, it is worth doing further research into this brand-new motivational phenomenon.

However, DMCs represent a newly introduced model and thus there remains little research conducted thus far on the subject. Of particular relevance for the current study is that whilst DMC as a construct has been validated in a

number of L2 learning settings (e.g. Zarrinabadi & Tavakoli 2017; Safdari & Maftoon, 2017), not much research exists in the Turkish EFL context and thus our current knowledge regarding the validity of the model in this setting is limited, which indicates a need to undertake further research. Besides, as already noted before, the field of SLA is undergoing a phase of paradigm shift conceptualized under the title of “Dynamic turn” and L2 motivation research is no exception. In this regard, L2 motivation researchers in nowadays have shifted their focus towards scrutinizing the complex and dynamic nature of L2 motivational processes. However, there remain very few empirical discussions concerning the dynamic and complex nature of Directed Motivational Currents, with only few exceptions (e.g. Selçuk & Erten, 2017). Considering the tendency towards examining the dynamic aspects of L2 motivation, it seems necessary to research DMCs from a dynamic systems perspective. Such a probe, in turn, can provide more precise evidence which may advance our understanding of the actual nature of DMCs. More notably, outcomes from this line of research can offer valuable insights into how we can better manage motivational sustainability in language learning. In addition to the gaps identified above, another important point to be noted is that most of the studies on DMCs suffer from methodological limitations in that the majority of the studies are cross-sectional in design. Given that cross-sectional studies may not be able to capture the whole essence of a phenomenon like DMCs, designing longitudinal research may prove methodologically effective. Motivated by such concerns and keeping in mind the gaps that exist in the literature, the current dissertation has set to meet two main purposes: First, it seeks to offer additional empirical support for the validity of DMC as a construct in the Turkish EFL context. Second, it aims to investigate what kinds of parameters cause motivational fluctuations in DMCs, thereby aiming to shed some light on the dynamic nature of the construct. To this end, data for the current dissertation were obtained from two major sources: participants’ self-plotted motivation graphics and semi-structured individual interviews. The data were collected over 4 weeks from 3 focal EFL learners, each identified with a DMC and studying in the English prep school of a private university in Turkey. Further details regarding the methodology, participants, research setting, data collection, and data analysis are presented in the methodology section.

The following section moves on to describe in detail the problems that inspired the current study.

Statement of the Problem

With the introduction of DMCs in recent years to account for the highly productive and goal-oriented motivational surges, we have witnessed a dramatic surge in the number of studies seeking to increase our knowledge of this unique type of motivational phenomenon. These initial attempts, however, were mostly of a partial nature and there still remains a paucity of evidence to acknowledge that all specific properties of DMCs have been completely captured. In this sense, even if much of the existing research on DMCs has investigated the validity of the model in different L2 learning settings, relatively little is known about the validity of the model in the Turkish EFL context. In addition, only a limited number of studies to date have treated DMCs from a dynamic systems perspective and thus there has been a notable lack of evidence regarding the dynamic aspects of DMCs. As stated by Dörnyei, Ibrahim and Muir (2015), there is much progress to be made and there is a lot to explore in order to fully and adequately understand the actual processes underlying DMC-type motivational behaviors. They went on to say that one of the areas that future studies should focus on is the question which conditions determine the intensity and sustainability of DMCs. Besides, a call for research into examining the relationship between contextual factors and DMCs was made by Safdari and Maftoon (2017). In a later study, Sak (2019) concluded that “DMC-type motivation is highly personal and typically dynamic in nature, which indicates an obvious need to analyze this idiosyncratic motivational experience through the lens of individual differences” (p. 172). Against this background, it is clear that our knowledge is still limited regarding which conditions facilitate or hinder DMCs and in what way(s) DMCs show variance across individuals depending on personal, affective and contextual factors.

Aim and Significance of the Study

As noted in the previous section, DMCs represent a brand new model and thus there is still much to explore. With this in mind, the point of departure for the current study is to explore DMCs from a dynamic systems perspective and to

provide further evidence concerning the validity of the construct in the Turkish EFL context. By taking the initiative from the calls for a more detailed investigation of DMCs, the current study set out to meet two primary objectives: 1) To add to literature that seeks empirical evidence on the validity of DMC as a construct. 2) To shed some light on whether, how and in what way(s) the motivational patterns of the learners caught up in a DMC fluctuate over time. In doing so, the study seeks to explore which parameters may potentially exert influence on the perceived motivational states of the learners experiencing a DMC. Arguably, as already evidenced in the case study of Sak (2019), the entire DMC process can be considered as a highly complex and personal experience because it may fluctuate during its operation depending on the influence of environmental, situational and contextual factors. Thus, analyzing the motivational dynamics of DMCs may inform decisions about how best to set up conditions to facilitate the pedagogical use of DMCs in learning settings. Such a probe into exploring the dynamic and complex nature of DMCs may also pave the way for designing more effective DMC interventions in instructed classroom settings. Motivated by such considerations, the present study aims to contribute to the literature by (1) seeking additional empirical evidence for the validity of the proposed structure of DMCs and by (2) investigating the motivational dynamics that underlie patterns of fluctuations in learners' DMC-driven motivational trajectories.

In light of the purposes outlined above, the outcomes from the present study may serve to shed some light on the dynamic and complex nature of DMCs. The findings may unveil how the motivational patterns of the learners caught up in a DMC change over time depending on the influence of different motivational dynamics. In addition, the results drawn from the analyses may also offer methodological insights for the study of DMCs. To illustrate, it is possible that participants may plot downward or upward motivational trajectories on motivation graphics, but qualitative data may suggest something inconsistent with this, which could be valuable to understand the complexity of DMC-type motivational behaviors. In other words, even if the motivational trajectories of the participants demonstrate that they experience temporal motivational ebbs and flows, the interview data may not produce arguments that could be associated with their ups

and downs on their motivation graphics, which in turn indicate the potential of self-plotted motigraphs and interviews to study DMCs from a dynamic perspective.

As noted by Dörnyei, Ibrahim, and Muir (2015), the notion of DMC goes into operation through the combination of individual, social, and situational parameters, which in their totality initiate an optimal motivational state to achieve a personally significant and emotionally pleasing goal. It is in this relation that there could be a wide range of factors that could potentially influence the longevity and motivational intensity of DMCs. In this manner, integrating dynamic systems perspective into DMC research may prove valuable in order to gain deeper insights into the dynamics of the construct. Such a probe may contribute to preliminary efforts to shed light on the complexity and dynamism that underlie the DMC processes. At this point, it is also worth noting that there is uncertainty and a huge challenge as to studying dynamic systems and thus what we know about the operational principles of such complex systems, (for example, motivational dynamics) is mostly restricted to theoretical discussions rather than empirical (Dörnyei et al., 2015). In other words, there is a current paucity of empirical research specifically relating to the practical understanding of complex dynamic systems. It is, therefore, quite safe to assume that researching motivational dynamics within DMCs can not only offer an opportunity to elaborate on and specify the motivational dynamics that promote or hinder DMCs, but also can increase our overall awareness regarding the complexity of the processes that underlie L2 motivational orientations.

Overall, the outcomes from the current study may contribute to a better understanding of the learner motivation and therefore may help to optimize learning outcomes in the study of an L2. Besides, the findings might be valuable for outlining suggestions as to the “intentional generation” of motivational currents. “Intentional” here means that even if motivational surges are considered to emerge without any conscious effort, it could still be possible to generate such highly productive motivational surges in classroom settings in the form of the DMC group projects (Henry et al., 2015). It goes without saying that intentional generation of DMCs requires first to discover the dynamics having a role in the composition of DMCs. To conclude this section, it is hoped that language teachers can make use of the results and shape their teaching process accordingly in a way as to receive

the best benefit from learner motivation. The results may offer guidance for providing optimum conditions in classroom settings to facilitate DMCs and teaching activities can be designed in a way that learners with DMCs will gain the maximum benefit from the instructional teaching processes.

Research Questions

Based on an examination of three focal DMC cases, the current study seeks to offer additional empirical support for the validity of DMC as a construct, and explores the parameters that underlie patterns of motivational change in participants' DMC-induced motivational trajectory. With these purposes in mind, the specific research questions that drive the study can be phrased as follows:

1. What are the characteristic features of the participants' DMC experiences?
2. What are the patterns of change in the motivational trajectory of the learners' caught up in a DMC?
3. Which parameters cause fluctuations in learners' DMC-induced motivational trajectory?

Assumptions

The current study makes the following assumptions:

1. Data collection sources in the study (hereby self-plotted motivation graphics and individual interviews) were previously administered in other research studies and positive accounts were reported as to their convenience. Given that a DMC is a highly personal experience, the use of self-plotted motivation graphics might prove valuable to reveal the personal-level variations in DMCs. Similarly, individual interviews are useful for participants to explain their motivational experiences. It is in this relation to assume that the instruments are likely to produce reliable data.
2. It is assumed that the participants of the study are aware of the purpose of the study and fully understood the questions addressed during the interviews. Before volunteering for the study, the

participants were informed in a detailed way about the scope of the study as well as the duration of the data collection process.

3. Participants were informed that participation in this research is completely voluntary and all of their responses would be reported anonymously only for research purposes. They also knew that there are no identified risks emerging from participating in this research. They were also informed that pseudonyms would be used in reporting the findings for the sake of preserving their identity. In view of such considerations, the participants are believed to give their answers and opinions as honestly as possible.
4. It is assumed that the participants completed self-plotted motivation graphics according to their perceived level of motivation. In this study, the fluctuations of participants' motivation levels were assessed on weekly basis over four weeks. Therefore, the participants are assumed to specify their motivational ebbs and flows depending on their weekly motivational experiences.
5. The data for the current study came from 3 focal participants. The inclusion criteria for the sample were determined based on the core characteristics of the phenomenon under discussion. Since a Directed Motivational Current is not experienced by every learner and it commonly emerges in the case of individuals who have a salient goal/vision, participants were chosen among highly motivated students from different classes and they were selected according to the personal accounts of the instructors who are teaching the participants at the time of the study. Five different instructors working at TEDU English prep school were contacted via email and they were asked to suggest students in their classes whom they believe to be highly motivated to learn English. Then the researcher decided on three volunteers to participate in the study. It is, therefore, assumed that the instructors got to know the students they have suggested very well and accordingly these instructors were assumed to be fully aware of how strongly these students are motivated. Briefly stated,

the participants were assumed to be representative of the population that the current research is aiming to make inferences to.

6. The participants were assumed to reflect their ideas comfortably, in a candid manner and in order to ensure this; the researcher did not include any offensive or sensitive questions during the data collection process. Therefore, the personal accounts of the participants about their motivational states were believed to reflect the reality to a large extent without being affected by the nature of the questions they were asked.
7. As noted before, the data were collected during a 4-week period. Even if such a time slot may seem short at the first sight, it is assumed that 4-week is long enough to gain insight into the parameters underlying fluctuations in DMCs. A DMC is not a commonly observed motivational experience and thus even a 4-week inquiry may shed valuable light on the dynamics of the construct.

Limitations

As stated before, Directed Motivational Currents (DMCs) is a recently conceptualized phenomenon within the landscape of L2 motivation research. Mainly driven by Dörnyei and his associates, it is only in the last seven years that this novel approach has been studied. As such, research on the subject is in its early stages and many aspects of the DMCs remain unclear and speculative. At this point, given that a wide range of motivational dynamics may underlie a “directed motivational current”, it is necessary to examine the influence of various parameters on the DMC processes to fully understand the working mechanism of such a unique type of phenomenon. However, researching dynamic systems -like DMCs- is an arduous work and specifying causality among different components in a system poses a great challenge (Dörnyei, et. al., 2015). Besides, there is not an agreed-upon research methodology to effectively address the complex interrelations in dynamic systems, which therefore lead researchers to avoid doing research into CDSs. Although Larsen-Freeman and Cameron (2008) speculated that understanding the essence of a particular dynamic system absolutely requires exploring all related subsystems at work, it seems quite unpractical to adopt such

an amorphous ecological perspective. This point was also highlighted by Ushioda (2015) who argued that in order to conduct a realistic and doable research into a dynamic system; it is strongly advisable to predefine which connected systems to take into consideration. On the other hand, Ushioda maintains to say that such a narrow-scoped approach will just provide a snapshot view of the phenomena under discussion.

With these points in mind, no matter how comprehensively and intensively the data were examined, it is difficult to say that the current study will fully capture every single parameter that influenced participants' motivational surges. It seems fair to argue that the possible fluctuations in Directed Motivational Currents may not be attributed to a single factor because motivational dynamics cannot be restricted to a small range of domains and motivational changes may occur with the combination of numerous factors at play. Needless to say, it is almost impossible to fully define all these factors and their influences on DMCs. Dörnyei et al. (2015) noted that no matter how ground-breaking and fascinating the CDS theory is acknowledged to be in terms of offering a comprehensive explanation for the actual processes relating to SLA, there is still considerable criticism as to its feasibility. In other words, the main paradigmatic problem with CDS is about its "researchability", and it remains unclear how to study the nonlinear causality among complex dynamic systems. Even if a strong theoretical basis has been proposed concerning "what" invaluable insights it gives for SLA, the question of "how to" study SLA within this framework suffers from a lack of clarity (Dörnyei et al., 2015). In sum, the major drawback of this line of research is its failure to specify how to assess the interrelations of the dynamic systems, which are highly unpredictable, tangled and nonlinear.

Critics have also challenged the feasibility of the DST paradigm on the grounds that there is a notable paucity of evidence-based literature that seeks to identify hypothesized interplay among complex variables, namely that very few empirical accounts have reported the ways in which interdependent learner-internal characteristics, extraneous influences and social contextual aspects are treated in an integrated manner (e.g. MacIntyre & Legatto, 2011). As speculated by Dörnyei et al., (2015), the current state of knowledge concerning CDS is limited and based on weak evidence because studies drawing on CDS had to rely mostly

on non-dynamic research methodologies. As summarized by Dörnyei (2009b), potential hardships of DST can be discussed under three main headings listed below:

- *Focusing on nonlinear dynamics and nonlinear correlations among them:* The difficulty arises from the fact that variability and inconsistency within such a complex construct do not easily lend itself to clear-cut explanations.
- *Dealing with a holistic system:* The attention is directed to understanding how the system works and what the function of each part is in running the system.
- *Looking for an appropriate research design which can substitute for traditional paradigm based on quantitative statistical analysis:* Perhaps this is the most vigorous challenge since it is rather arduous to establish a new research methodology from scratch. If you are aiming to analyze unpredictable relations, then it is not easy to create a research design for this purpose.

Given the above considerations, the following limitation could be defined:

1. Variables that are potentially likely to exert influence on DMCs were investigated on a limited range within the scope of the current study. It is, therefore, necessary to emphasize that findings may not reflect the full range of the motivational dynamics responsible for fluctuations in DMCs. But still, the findings may inform an overall understanding regarding the interaction of DMC-type motivation with some contextual, social and affective parameters.

Some other limitations concerning the use of self-plotted motigraphs and individual interviews could be outlined as follows:

2. One major limitation has to do with the use of self-reported data. It goes without saying that no matter how hard we try to provide optimum conditions in research settings, the reliability of self-reported data is always questionable. One particular influence that impairs the reliability of personal responses in this regard is social-desirability bias, referring to participants' tendency to give misleading responses with a view to creating a more

positive impression. For example, individuals might report their engagement with a desired behavior as more frequently than actually it is, or an undesired behavior might be concealed. With this in mind, the findings of the current study coming from self-plotted motigraphs and interview data need to be interpreted with caution.

3. The reader should also bear in mind that the current study is based on the analysis of retrospective data. To the best of our knowledge, there are obvious difficulties in accepting the reliability of retrospective data, most notably because of the influence of the recall bias. As already noted, the schedule of the interviews in the current study was organized in a way that they would be carried out on Fridays in order to capture the participants' one-week long motivational experiences. In this regard, although the interviews were conducted within a short time frame, participants may still be unable to remember every single detail of their motivational experiences due to limitations in their memory capacity. The results, therefore, may not reflect the full range of the motivational dynamics underlying patterns of change in DMCs.

Definitions

Directed Motivational Currents is a recently conceptualized phenomenon within L2 Motivation research agenda which attempts to describe “a prolonged process of engagement in a series of tasks which are rewarding primarily because they transport the individual towards a highly valued end” (Dörnyei, Ibrahim, & Muir, 2015, p. 98).

Complex Dynamic Systems Theory is a framework which seeks to describe and understand the complex, unpredictable and nonlinear interrelations among the various components of a particular system; accordingly a dynamic system refers to “a context which has multiple factors in play, each influencing those surrounding them and thereby causing multiple interferences” (Muir & Dörnyei, 2013, p. 369).

Goal-orientedness refers to the idea that a DMC develops its motivational forward-looking identity thanks to the presence of a clearly-defined and visionary objective for which the entire DMC mechanism goes into operation.

A Salient Facilitative Pathway is a term based on the idea that a perfectly full-service DMC goes into operation only when accompanied by an additional complementary pathway which provides orbital stability for the ensuing motivational momentum. This complementary is known as a salient facilitative pathway.

Positive Emotionality means that DMC-related practices are not followed for the sake of their intrinsic value; but the totality of tasks is always carried out with a sense of satisfaction simply because “they transport an individual toward a highly valued end-goal” (Dörnyei et. al., 2016, p. 18).

DMC-like is used to refer to the motivational experiences that reflect certain, but not total, characteristics of a fully-fledged DMC.

Chapter 2

Literature Review

This chapter will begin by explaining the challenges faced by the academic community in offering a commonly agreed definition of L2 motivation. Then, the definitions put forward by some scholars will be presented with a focus on highlighting the features they have in common. In what follows, four broad historical development phases in L2 Motivation Research (Dörnyei & Ushioda, 2011) will be examined respectively in detail. In doing so, the aim is to explain how, why and in what ways the research policy on L2 motivation has evolved over time. To this end, the chapter will firstly go through social-psychological period that is characterized by attempts made to explain L2 motivation with an integrative orientation. Following this, the focus will shift to examining cognitive-situated period that was initiated as a response to integrative motive's lack of comprehensiveness to truly reflect the reasons behind studying an L2. This part will also highlight the inability of integrative motive to offer insights into how teachers can motivate students in the classroom. Following this, the chapter will present details regarding the third phase, process-oriented period during which the scholars have been concerned with how L2 motivation could be sustained over time. Next, the chapter will scrutinize the current mainstream policy in L2 motivation research conceived as "socio-dynamic period". This period has been shaped by the influence of Complex Dynamic Systems Theory and aims to understand the interaction of L2 motivational orientations with other personal, situational, and contextual variables. What follows will be the introduction of the notion of "Directed Motivational Currents (DMCs)" which represent the main focus of the current study. And finally, this chapter will conclude by readdressing the research gaps in the literature on DMCs and by emphasizing the ways in which the current study will contribute to the growing body of literature on DMCs.

Long-standing Controversy over the Conceptualization of L2 Motivation

Although L2 motivation is a widely studied ID variable within the domain of SLA, it is surprising to see that a commonly agreed definition remains lacking. Since the conceptual use of the term shows inconsistency to a large extent in the literature, this variation has been highlighted by a number of scholars who argued

that a major problem with L2 motivation research is the lack of standardized measures to identify what constitutes motivational orientations (Crookes & Schmidt, 1991; Dörnyei, 1994; Gardner & Tremblay, 1994; Oxford & Shearin, 1994). As Dörnyei (1998) concluded in his overview of motivation in second and foreign language learning, the term motivation does not evince itself as a clear-cut representation, but rather it embodies a multitude of parameters that existing approaches have failed to fully acknowledge to date. He maintained that the lack of an agreed-upon conceptualization of L2 motivation bears some implications to keep in mind: a) Researchers need to be attentive in their attempts to describe motivational dimensions b), and what they refer to as motivation may just reflect a small part of a broader psychological construct. Briefly stated, the conceptual definition of L2 motivation remains controversial in the literature, some examples of which are given below.

According to Gardner (1985, p. 8), motivation is “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”. Gardner’s understanding is centered on a tripartite model which stresses the degree of intensiveness concerning motivational force, a strong willingness to study a certain L2 and positive feelings attached to the sociolinguistic community of that language. In other words, for Gardner, motivation is associated with “those factors that energize behavior and direction” (p. 281). In addition, Dörnyei (1994) gave a summary of this model and used the term motivation to describe a particular multidirectional system that subsumes “a qualitative dimension, goal-directedness, and a quantitative dimension, intensity” (p. 516). Namely, as put forward by Dörnyei (1998), Gardner’s perspective puts motivation in a position where it functions as a mental power center that operates in corporation with endeavor, enthusiasm (cognition) and satisfactory emotions arising from task engagement (affect). In Gardner’s words (1995, p. 100): “My feeling is that such a mixture is necessary to adequately capture what is meant by motivation”. Taken together, Gardner considers a motivated person as the one who reflects these components.

A further definition was given by Williams and Burden (1997) who described motivation as “a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual

and/or physical effort in order to attain a previously set goal (or goals)” (p. 120). This definition is obviously more elaborate compared to that of Gardner and takes into account the sustainability of motivational forces to reach a desired end-state. In this sense, of many authors who attempted to give an account of what constitutes L2 motivation, Williams and Burden’s definition is considered to be one of the most detailed one, which synthesis more diverse aspects compared to previous definitions accumulated in the literature. In the ensuing years, Dörnyei and Otto (1998) proposed a further definition and argued that:

“In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out.” (p. 65)

In addition to the aforementioned three, another similar definition was proposed by Ellis (2012): “Motivation refers to the effort that learners put into learning an L2 as a result of their need to desire to learn it” (p. 309). Similarly, Ellis drew our attention to two main elements: Spending effort for something due to an urge to do it. Although such wider visions adopted over the years seemed to modify the theoretical landscape of L2 motivation and appeared to provide a firmer basis for a better understanding, it did not put an end to polemics over how to capture the full range of dimensions involved in L2 motivational processes. Expectably, renewed discussions still emerged throughout the years as the field was reshaped by methodological changes and new paradigmatic approaches. While it is true that there are still differing views regarding the theoretical understanding of L2 motivation, there appears to be some common characteristics shared by all the proposed definitions. It is clear that the previous definitions not only recognize the complexity of the motivation, but also view this phenomenon as a systematic stimulation of intellectual-physical properties. In this sense, they try to incorporate both cognition and emotion in L2 motivation framework. Overall, the accounts reported thus far in this section clearly illustrate how challenging it is to place L2 motivation within a specific conceptualization. This also implies that additional difficulties may arise with regard to taking an appropriate approach to fully cover the actual nature of L2 motivational processes.

The role of motivation in predicting success or failure in the study of an L2 has long been at the center of attention and a huge amount of research is available on the topic. There is a multitude of published studies (e.g. Crookes & Schmidt, 1991; Dörnyei, 1994; Oxford & Shearin, 1994) that recognize motivation as key to success in L2. Much of the research has focused on identifying the specific language areas on which motivation exerts a directive influence. In this sense, motivation has been found to be directly influencing the extent to which learners employ L2 learning strategies, the frequency of interaction with other native users of the target language, the amount of input taken while trying to learn an L2, the degree of success in achievement tests, the rate of proficiency, and how long learners can make use of their language skills after completing L2 learning process (Ely, 1986; Gardner, 1992; Scarcella & Oxford; 1992). What's more, it has been demonstrated that while motivated students tend to actively engage in their L2 learning, unmotivated ones display insufficient commitment and thus have problems with improving their language abilities (Oxford & Shearin, 1994). In this sense, previous studies have postulated a convergence between effective learning and motivational factors by suggesting that all relevant factors directly associated with motivational impetus enhances the degree of success in the acquisition of an L2(Gardner, 1985; Spolsky, 1989).

To put it broadly, there seems to be a general consensus among L2 scholars as to viewing motivation as a major contributing factor to L2 learning. A good summary of the potential benefits of being highly motivated was given by Dörnyei (1998) and Dörnyei and Ryan (2015) who reported that motivation has long been regarded as one of the central themes of L2 learning by practitioners as well as teachers, and that significance of motivation lies in its role of not only providing initial stimulation necessary to start learning, but also providing driving impetus to carry the learning process further. They too concluded that a lack of motivation gives rise to major educational drawbacks such as inability to accomplish future goals; regardless of how proficient an individual is, neither a well-organized curricular activity nor effective teaching techniques is enough to warrant sufficient learning attainment without sufficient motivation.

The next session moves on to give a detailed overview of Social-Psychological Period, which marks the first historical development phase of L2 Motivation research.

Social-Psychological Period

The introduction of the notion of motivation to the field of SLA is most commonly associated with the work of Gardner and Lambert (1959). They found that both language aptitude and attitudes have an impact on French proficiency of Anglophone students. In other words, they indicated that in addition to linguistic aptitude, there are also motivational variables that exert a major influence on the degree of learning attainment in L2. Gardner and Lambert were the first of many investigators to demonstrate the pivotal role of motivational orientations in a foreign or second language. Their pioneering study is of great importance because it drew our attention to motivational orientations for achieving success in L2, as opposed to existing literature which predominantly addresses language ability, conceived of as linguistic aptitude, as the chief determinant of L2 learning success. It must be noted here that while they emphasized the contribution of motivational variables to L2 learning processes, they still recognized the potentially influential power of intelligence and aptitude on L2. As stated by Dörnyei (1994), this seminal work represents a radical development in traditional view in terms of bringing social-psychological aspects of L2 processes to the attention of scientific community and in terms of recognizing the attitudes of learners as the major contributor to L2 success.

What Gardner and Lambert refer to as “attitudes” is associated with an eagerness to be a part of the target community. They argued that what gives a strong a desire to learn a second/foreign language is the tendency to be part of the target community. They conceptualized this positive attitude towards ethnolinguistic community of the target language as “Integrative orientation”, which reflects a general tendency to “learn more about the second language group, to meet more and different people” (p. 267). Namely, integrative motive is derived from an interest in L2 culture to interact with the speakers of the target language and a desire to be valued by them without having any other pragmatic expectations. This particular type of motivation was hypothesized to allow learners

to start and pursue an L2 study. In addition to integrative motivation, they offered one more motivational reason to study an L2, which is related to practical reasons such as learning a language to feel privileged, or to take advantage of it as an employment opportunity. They defined this particular type of motivation as “instrumental orientation”.

To put it briefly, Gardner and Lambert (1959) established their L2 motivation framework on Instrumentalism-Integrativeness dichotomy. The findings of their study suggested that students who adopt a positive approach or positive attitudes to the speakers of French ended up with being more successful than those who have some other pragmatic objectives. Namely, integratively oriented students performed better and felt more motivated than did instrumentally oriented ones. By taking this initiative, the following years have seen a growing number of investigations which attempted to assess the role of motivational variables in different L2 language learning settings (e.g. Clement & Kruidenier, 1985; Julkunen, 1989; Ramage; 1990; Kraemer, 1993).

It seems safe to assume that Gardner and his associate Lambert's groundbreaking study was a kind of reaction against the overemphasis placed on language aptitude as the chief determinant of success or failure in an L2. Their wider vision that aims to push the parameters of narrow-scoped view of L2 learning outward shed light on the social-emotional aspects of L2 learning for the first time and gradually transformed the landscape of L2 research (Dörnyei, 1994). Dörnyei (2010a) highlighted the significance of L2 motivational drives in the following words, thereby making a comparison with language aptitude:

“Indeed, in the vast majority of cases, learners with sufficient motivation can achieve a working knowledge of an L2, regardless of their language aptitude, whereas without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language ('you can lead a horse to water, but you can't make it drink').” (p. 74).

As stated before, motivation was found to emerge when learners wish to build interpersonal relations with the target ethnolinguistic communities. It is in this relation that follow-up studies became more concerned with integrative motive and gave less attention to instrumentalism. With regard to this, a considerable amount

of research which seeks validation for the usefulness of integrative motive has been conducted and many positive conclusions have been drawn (e.g. Gardner, 1966; Crookall & Oxford, 1988).

As stated, around the end of 1950s and early 1960s, the first serious discussions regarding the role of motivational variables in L2 emerged, driven mainly by the efforts of Canadian Psychologist Robert Gardner and his associates. Before moving on to a detailed review of the literature addressing integrative motivation, it needs to be noted one more time that these first attempts regarded the notion of Integrativeness as the most significant L2 motivational variable and therefore the subsequent works focused primarily on the extent to which the achievements of L2 learners can be attributed to their desire to integrate with target communities. This explains why there has been a greater emphasis Integrativeness by successive studies in comparison with the instrumental motive.

Since its introduction to L2 research field, scientific evidence has suggested that integrative motive is a key factor of SLA (Gardner & Lambert, 1972). It has been found that integrative orientation impacts positively on a wide range of issues. To illustrate, Gardner and Smythe (1975) reported that integrative motive not only assist learners to improve their proficiency in French but also affects how persistent the learners are to continue studying French. These results are in line with those of Ramage (1990) who found that a sympathy towards other target social groups influence whether or not learners will persevere in their efforts to learn an L2. Integrative motive has also been demonstrated to influence learners' automatic, spontaneous use of French when they are involved in ethnolinguistic contacts with others (Clement, Gardner, & Smythe, 1977). In another major study, Gliksman (1976) associated integrative motive with active participation of students in class while engaging in French activities. In addition, Gardner (1983) summarized the findings discussed so far and stated that integrative motivation exerts a positive influence on diverse aspects of language learning: It determines success, the active participation of students in class, and integratively oriented students tend to show a greater interest in visiting target communities if given the chance to do so. He maintained that integrative motive gives necessary impetus to pursue L2 studies continually rather than dropping out of it.

The implications of integrative motive noted in the literature are not restricted to those illustrated above. An association between Integrativeness/Instrumentalism dichotomy and effective vocabulary learning in French was found in the work of Gardner and MacIntyre (1991). Their findings, as distinct from previous studies, suggested that students who have integrative motive seem to be more cautious compared to those who do not. Plus, it was found that integratively motivated ones devoted more time to decide on their answers. In a relatively recent study conducted in Spain, it has been found too that scores of fictional oral interviews in Spanish can be predicted by integrative motivation to a large extent (Hernandez, 2006). One of the strong advocates of integrative motivation, Robert Gardner, highlighted the relevance and significance of integrative motive and concluded that it is influential just because it directs learners to spend more efforts for their learning endeavors (1985).

Although the popularity of integrative motive has overwhelmingly dominated L2 motivation research for a long period of time, many aspects of Gardner's Integrativeness have been questioned in the course of time and one of the most important of those criticisms was the lack of clarity regarding how to promote integrative motivation. Scholars who were curious about the roots of this hypothesized motivational force attempted to identify relevant factors that either support or impede integrative orientation. Accordingly, a number of studies produced empirical findings which may add to our understanding of which conditions are likely to nourish integrative motive. Some studies (e.g. Feenstra, 1967; Gardner, 1960; Gardner, 1968; Lambert & Klineberg, 1967) investigated the impact of parents on the extent to which their children develop ideas about other ethnolinguistic groups. It seemed that the behavioral attitudes of children mostly show parallelism with the attitudes of their parents, which suggest that the children applies what they are exposed in the family environment to their own intellectual development. They concluded that the degree of achievement in a second language is associated with being integratively motivated and this impetus primarily comes from familial tendencies at home.

In his analysis of whether integrative motivation predicts success in the intermediate foreign language classroom, Hernandez (2006) proposed a number of practical suggestions to stimulate integrative motive. The author argued that the

use of tasks which bears the traces of target community such as interview with speakers may prove valuable. He reasoned that such applications offer an opportunity to raise awareness concerning similarities and differences between two languages and also create a meaningful context in which learners can become aware of cultural as well as linguistic properties of an L2. Another suggestion made by the author was about taking advantage of authentic materials which provide direct exposure to target language along with offering a real-life situation to contact with the speakers of an L2.

A second criticism of Gardner's motivational construct draws upon research evidence which suggests that there might be other underlying reasons to study an L2 that goes beyond the scope of Instrumentalism/Integrativeness dichotomy (Crookes & Schmidt, 1991; Gardner & Lambert, 1972). Namely, it is implied that Gardnerian Theory explains L2 motivational orientations in a straightforward, simplistic manner and therefore it does not adequately and satisfactorily cover all relevant motivating factors to study a language (Dörnyei, 1994). In this sense, a number of researchers such as Oxford and Shearin (1994) and Ely (1986) postulated that a more elaborate, far-reaching framework seems to be necessary to fully reflect the temporal changes or modifications in students' motivational reason to learn an L2. Although Gardner (1985) held the view that "the source of motivating impetus is relatively unimportant provided that motivation is aroused" (p. 169), Crookes and Schmidt (1991) challenged this assumption by arguing that it is of crucial importance for teachers who want to fuel the motivation of their students to be well aware where the origins of possible motivational forces derive from. They went on by asking the question: "Without knowing where the roots of motivation lie, how can teachers water those roots?" (p. 15). It is implied that practical value of traditional motivation framework is weak and it fails to acknowledge actual behavioral patterns of learners in the classroom environment (Dörnyei, 1994).

Blurred and unsharp distinction between integrative-instrumental motivation types is another issue raised by some critics. For example, Ely (1986) took the issue with the contention that one of the challenges with Integrativeness/Instrumentalism paradigm is the difficulty to make a clear-cut, precise categorization between them; it appears that there might be some specific

inducements to study an L2 which fall into the scope of both integrative motive and instrumental motive, depending on psychological and environmental dimensions. Dörnyei (1994) made reference to another drawback of the classical motivation construct and argued that Gardnerian theory totally overlooks the cognitive factors that directly influence the motivational tendencies of the learners.

In total, all the criticisms discussed above indicate that there remain several aspects of Gardnerian socio-educational model which have been strongly contested by many. In view of all that has been mentioned, one can easily suppose that the notion of integrative motive, in particular, has been subject to a marked drop in terms of its educational and theoretical value. Given that many critics provided a strong validity for this argument by means of their studies, it is reasonable to draw such a conclusion concerning the current statue of Integrativeness. However, we did not yet mention about the most destructive criticism directed to the subject. As noted previously and as the name itself suggests, integrative motive emerges when there is something to integrate with. It goes without saying that what learners integrate with within Gardner's socio-educational view of motivation is the target culture of an L2, more specifically, the speakers of other ethnolinguistic communities. The problem is that, as argued by Dörnyei (2010a), in such places where we can talk about the existence of a multicultural social structure (e.g. Canada, USA), it is quite easy to get in touch with foreign speakers because learners stand side by side with other ethnic groups in every part of the daily life. Therefore, integration itself automatically takes place even out of purpose, in an unintentional manner. On the other hand, difficulties arise when we think of other foreign language learning settings in which learning tends to occur in classrooms "in isolation" without having (or quite rarely) a direct access to native speakers or to a foreign community. As a matter of fact, learners in foreign language settings prefer to learn a language just because its importance or global value or in accordance with educational policies. In ESL settings, in contrast, it is somehow compulsory to learn English since it is a part of the daily life, thus a degree of English proficiency is needed to "survive" in the society. However, this is not the case in EFL environments where English is not incorporated into daily life and therefore learners are not supposed to use it to maintain their lives. Accordingly, one question leaps out from these discussions:

Which ethnolinguistic community to integrative with in EFL settings? Plus, increasing status of English as an international language community indicates the lack of a particular ethnolinguistic group to integrate with. This view has provoked considerable debate and has gained worldwide recognition (e.g. Lamb, 2004; Yashima, 2000). To put it in a nutshell, Gardner's Integrativeness metaphor took the most severe blows with the changing status of English. It is safe to assume that global ownership of English was the last but perhaps the most serious impact that shakes the foundations of Integrativeness. As argued by many at that time, an urgent need became clear to readdress rapidly declining prominence of Integrativeness as a major motive for learning an L2.

In the light of the empirical evidence produced and theoretical advances made in the field, primarily led by Zoltan Dörnyei and his contemporaries, Integrativeness paradigm started to turn out to be a narrow-scoped, simplistic notion as researchers overwhelmingly called for a shift towards a more elaborate L2 motivation model which would better reflect the full range of motivational orientations in SLA. Increasing amount of dissatisfaction with the straightforward conceptualization of L2 motivation was reflected in the works of a growing number of scholars. Therefore, not surprisingly, "traditionally well-established but conceptually backward" view of Gardner experienced a steady decline in value. As concluded by Dörnyei and Ryan (2015) in their summary of Individual Differences in SLA, "in a relatively short span of time, therefore, the concept of integrativeness has moved from "untouchable" and "most talked about" to "hardly touched or talked about at all" (p. 78). This paradigmatic shift that takes place in the early 1990s has been summarized by Dörnyei and Ushioda (2009) in their book chapter on a theoretical overview of L2 motivation:

"In short, over the past decades the world traversed by the L2 learner has changed dramatically it is now increasingly characterized by linguistic and sociocultural diversity and fluidity, where language use, ethnicity, identity and hybridity have become complex topical issues and the subject of significant attention in sociolinguistic research. Yet, surprisingly perhaps, it is only within the last few years that those of us working in the L2 motivation field have really begun to examine what this changing global reality might mean for how we theorize the motivation to learn another language, and

how we theorize the motivation to learn Global English as target language for people aspiring to acquire global identity in particular.” (p. 1).

In light of the accounts given thus far in this section, it is obvious that Social-Psychological Period of L2 motivation period covers a thirty-year time span, starting with the work of Gardner and Lambert (1959) and going ahead till early 1990s when a group of scholars attempted to reopen the research agenda with the purpose of showing the shortcomings of Gardner’s Socio-Educational L2 Motivation Model. At this point, further details will be given about the Social-Psychological foundations Gardner and his colleagues grounded on their works.

Dörnyei (1994a, 1994b) stated that human behavior is dealt with two main traditions in Psychology: Motivational Psychology and Social Psychology. Dörnyei stated that while the former one sees inner sources of individuals as the origins of behaviors, the latter one tends to attribute the emergence of a behavioral action mainly to social relations of learners with their surroundings. The primary argument of those who follow the traces of Social Psychology, such as Gardner and his associates, is that attitudes determine the behavioral patterns of learners to a large extent since an individual’s approach (positive or negative) to anything totally affects that person’s reaction (Dörnyei, 1998). Namely, the notion of attitude is at the core of Social Psychology and it is widely believed to exert a major influence on human behaviors. Dörnyei (1998) went on to say that research into motivation, not surprisingly, takes its origins from Social Psychology since language learning is a social act and therefore it is tightly coupled with cultural and social dimensions. Namely, approaches or feelings of learners towards other ethnolinguistic groups are a key part of L2 learning process. In this sense, the initial purpose of Gardner was to indicate that “students’ attitudes towards the specific language group are bound to influence how successful they will be in incorporating aspects of that language” (Gardner, 1985, p. 6). Early researchers who initiated and sustained L2 motivation research set out from Social Psychological standpoint and firmly established their motivational theory on attitudinal parameters (Benson & Nunan, 2005).

The departure point of Gardner and Lambert’s (1972) seminal work led to the emergence of a new theoretical paradigm: *Socio-Educational Model*, which

would be widely acknowledged in the subsequent years. Gardner and Lambert suggested that L2 study does not go as simple as learning other subject-matters in schools, but rather a number of sociopsychological segmental properties such as attitudes, culturally related acts, or even geographical positions are involved in L2 learning processes (Dörnyei & Ryan, 2015). Namely, it is implied that raising awareness concerning the structure of other target sociolinguistic groups is of great importance (Ghonsooly, Khajavy, & Asadpour, 2012). Gardner and Lambert, in this sense, held the view that language aptitude plays a vital role in determining a major part of the achievement and success of L2 learners, but motivational influences have a more major role to discuss. By building on this initiative, Gardner (1985) introduced a novel L2 acquisition theory to the SLA research field under the title of Socio-Educational Model, which encompasses a set of interrelated elements. Below is an illustration showing the components of the model and their relations with each other:

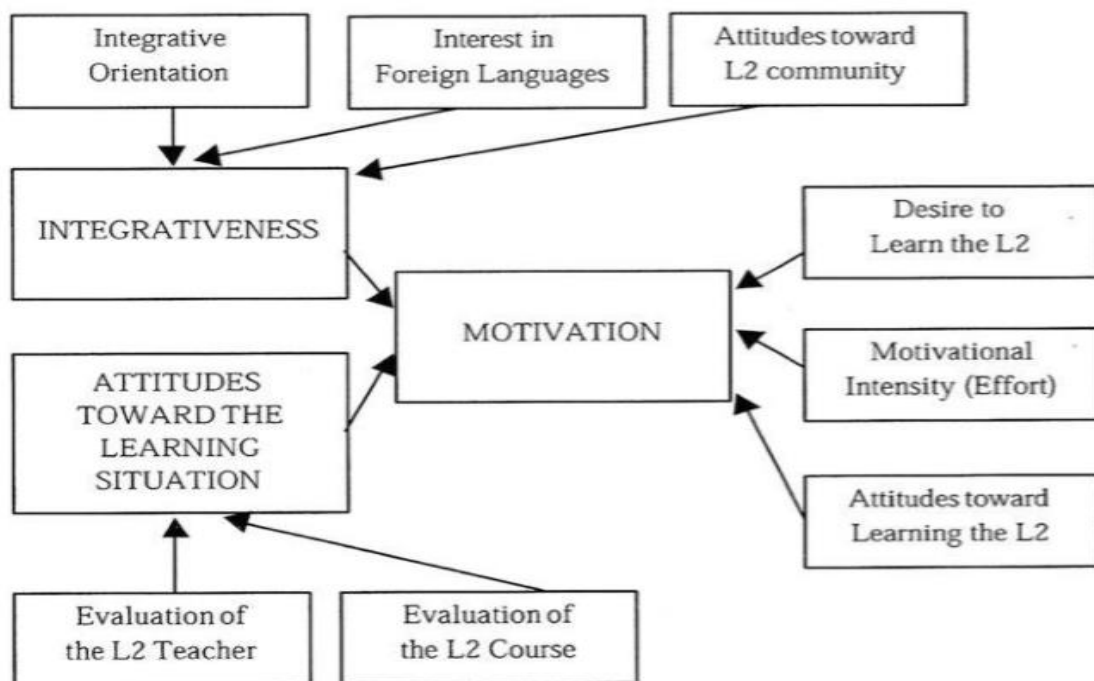


Figure 1. Socio-Educational Model (Gardner & MacIntyre, 1993a, p. 8).

Looking at the diagram above, it is apparent that Integrativeness, Attitudes toward the learning situation and Motivation constitute the central themes of the model. The first two dimensions are associated with sociocultural surroundings of the learners. *Integrativeness*, which refers to “individual’s willingness and interest

in social interaction with members of other groups” (Gardner & MacIntyre, 1993b, p. 159), is used as an umbrella term to cover three sub segments: Integrative Orientation, Interest in Foreign Languages and Attitudes toward L2 community. Attitudes toward the learning situation represents Evaluation of the L2 Teacher and Evaluation of L2 Course. The last one, Motivation, covers Desire to Learn the L2, Motivational Intensity (Effort) and Attitudes toward Learning the L2, the details of which have been given before. This system of classification provides a clear explanation for the conceptualization of Gardner’s integrative motive. It is hypothesized that these three complex set of components explained above come together and constitute integrative motive in chorus. In other words, if a learner has a high degree of motivation, positive regards for learning situation and a desire to integrate with the target language, she/he is considered to reflect an integrative motive. All in all, what stands out in the table is that the basic tenet of Socio-Educational is that attitudes exert a directive influence on L2 learning by means of shaping motivational tendencies.

Overall, I tried to give a short but intense overview regarding the first historical phase of L2 motivation research that covered a thirty-year time span from the late 1950s until the early 1990s. I should note here that it is not easy to give a precise date when social-psychological perspective and the notion of Integrativeness have run their course, but it is felt that Gardner’s traditional view started to lose momentum as researchers voiced criticisms and raised constructive questions at the last decade of the 20th century. With the purpose of laying the ground for the next period, a few of those works which served to the decline of the traditional view have been mentioned. A more detailed analysis of these growing calls for a new L2 motivation model will be offered in the next section with a chronological order. It is also worth noting that the second period was not intended to represent a totally new perspective rejecting all the opinions set previously by Gardnerian Theory; rather, it is characterized as a period during which efforts were directed to making updates and improvements in traditional narrow-scoped view of L2 motivation (Dörnyei, 2010a). Details of this development-seeking era will be offered under the following title: *Cognitive-situated Period*.

Cognitive-situated Period

It pretty much goes without saying that Gardner's Social-Psychological perspective and the notion of Integrativeness in particular maintained a very high level of activity for so long until calls for giving a new impulse to L2 motivation were voiced by an increasing number of scholars (Dörnyei, 1994). Skehan (1989) commented on the end-state of Gardnerian Theory in the following words: "Almost all other writing on motivation therefore seem to be a commentary, in one way or another, on the agenda established by Gardner" (p. 61). Such an argument that addresses the prevalence of social-psychological angle of inquiry in the field of L2 motivation appears to imply two main conclusions: The first one is that Gardner's motivation framework was quite influential and therefore a substantial body of research has emerged aiming to validate its proposed primacy. The second conclusion of Skehan (1989), on the other hand, seems to be that the overwhelming dominance of Gardner's notion of Integrativeness did not allow for making new theoretical contributions to already existing L2 motivation framework, leading to a highly-acknowledged but restricted view for L2 motivation. Namely, very much of the efforts have been directed to social-psychological foundations of L2 motivation without taking into consideration other relevant areas of inquiry that may add up to integrativeness paradigm. The second view has gained worldwide acceptance as well. For example, by making reference to the hegemony of integrative motivation over other kinds of motivational tendencies, Skehan (1989) postulated that Social-psychological approach of Gardner portrays a dissatisfactory picture "limited compared to the range of possible influences exist" (p. 280). Dörnyei (1994b) made similar remarks and argued that the traditional view of L2 motivation is somehow a self-feeding construct in a closed box that neither enables to open a new window through which theoretical improvements and modifications can be made nor offers new directions to make further progress.

Indeed, the weaknesses noted in Gardner's motivational understanding has been subsumed under three main headings by Warschauer (1996): a) This construct is not adequately explanatory and based on general judgements (Au, 1988; Oxford & Shearin, 1994), b) Such a categorization owes its origins mainly to social psychological foundations instead of educational theories (Crookes & Schmidt, 1991), c) The classical motivation theory does not adopt a pragmatic

approach which satisfactorily explains how to encourage student motivation in the classroom. The last point implies that researchers up to now have tended to put more effort into describing, theorizing and making interpretations of L2 motivation rather than addressing how it directly relates to actual L2 teaching environment. As Ellis (1985) summarized, there is an immense cloud of dust as to how motivation relates to learning behavior. Namely, the main weakness of Gardnerian Theory lies in its lack of educational roots. Along with it, a lack of practical value has also gained much criticism within the field of L2.

It is obvious that the central premise of those who raise questions about the pragmatic value of social-psychological perspective was that it is far away from addressing the emergence of L2 motivation in the classroom. Although numerous studies have been generated to explore integrative motive and many empirically grounded findings have been reported in the literature, the following intriguing questions remained largely unanswered: How to make use of these empirical findings in terms of enhancing student motivation in classroom practices? Which techniques and pedagogical implementations can be adopted to come up with a more motivating teaching practice for learners? How relevant it is to establish SLA motivation research on a social-psychological basis? As Dörnyei (1994a) put it, Gardner's motivation model attempts to find answers concerning the relevance and significance of motivation for L2 learning; but in order to do this, the model emphasizes the role of social setting instead of focusing on real foreign language environment.

As understood from the accounts given above, a renewed interest in the classroom-specific and context-sensitive nature of L2 motivation has given a new momentum to research agenda in 1990s with the works of some pioneering scholars. Context-related drawbacks associated with social-psychological view led to criticisms on the grounds that it is applicable and generalizable "with difficulty to other situations" (Skehan, 1989). This view was echoed by many others as well (e.g. Chihara & Oller, 1978; Clement, 1980; Kruidenier & Clement, 1986; Oller, Baca, & Vigil, 1977; Oller, Hudson, & Liu, 1977).

There are a number of studies in the literature which convincingly revealed the context-dependent nature of L2 motivation, three of them will be explained respectively in this session. Clement and Kruidenier (1983) reported three different

new L2 motivational orientations in addition to *instrumental* orientation. These novel orientations encompassed *knowledge, friendship and travel orientations*. It is worth noting that these newly suggested orientations were traditionally grouped under the notion of Integrativeness.

In an attempt to explore the learning of young adult learners in a foreign language context in Hungary, Dörnyei (1990) identified three different parameters of integrative motive. The first of these dimensions is *interest in foreign languages, cultures, and people*, which can be related to *socio-cultural orientation* discussed above. The second one is *desire to broaden ones view and avoid provincialism*. Similarly, this dimension can be linked to Clement and Kruidenier's *knowledge orientation*. And the last one is desire for new stimuli and challenges. Again, a direct path can be drawn from this one and Clement and Kruidenier's *friendship and travel orientations*. In the same vein, Clement, Dörnyei, and Noels (1994) set out to explore the learning of secondary school young learners and demonstrated that there are four other possible types of orientations in this population: *Xenophilic, identification, sociocultural, and English media*.

Overall, the findings coming from these studies reaffirmed the argument that the most serious problem researchers need to deal with is "clarifying the orientation-context links that exist. There would seem to be a wider range of orientations here than was previously supposed and there is considerable scope to investigate different contextual circumstances (outside Canada!) by varying the L1-L2 learning relationship in different ways" (Skehan, 1991, p. 284). In other words, it is asserted that L2 motivation manifests itself in different ways depending on educational settings in which particular learners strive to master a particular language.

All in all, as summarized by Ushioda (2008), even if it has underwent a full-scale change from social-psychological perspective to a more elaborate socio-educational model for second language acquisition, Gardnerian Theory could not escape from failing to offer valuable, beneficial and practical implications for both learners and teachers, which undermines the validity and usefulness of the theory in the course of time. In this sense, the end of 1980s and the early 1990s marked the rise of a new set of ideas centered on cognitive and situation-specific

characteristics. In this regard, a multi paradigmatic shift took place towards a more “education friendly” understanding of L2 motivation.

Educational Shift in 1990s

It is clear from the examples given in the previous section that the last decade of the 20th Century has witnessed rapid advances in the field of L2 Motivation and world-wide recognition of the limitations associated with Gardner’s Theory brought along a huge amount of innovative scientific inquiry. In this regard, many researchers from different parts of the world set out to raise concern over the educational shortcomings of Social-Psychological angle of inquiry. This overreliance on social-psychological roots of motivation has paved the way for a general agreement among many scholars that it is time to reopen the research agenda to develop a new understanding on the subject with an educational focus (e.g. Brown, 1990, 1994; Julkunen, 1989, 1993; Skehan, 1989, 1991; Ushioda, 1994, 1996; Williams, 1994). The movement towards the recognition of a more comprehensive conceptualization of L2 motivation cannot be tied to a specific school of thought or to any particular scholars since, as the references above confirms, relatively similar voices were raised from various parts of the world during the same period of time (Dörnyei, 1998).

The main impetus behind such attempts to revitalize the already established construct of L2 motivation was a dual premise (Ushioda, 1994): A new motivation model having a more practical sensitivity may lend itself well to classroom application and this greater emphasis placed on the pragmatic value of motivation research, in turn, would be more convenient to meet the expectations of practitioners and teachers. In other words, the underlying rationale of adopting an education-centered approach to L2 motivation seems to derive from the opinion that the classroom setting exerts a more major influence on the emergence of L2 motivation than expected. The scholars of this period started to deflect their traditional sociopsychological-based approach into new theoretical perspectives mainly adopted from mainstream motivational psychology. Accordingly, new conceptions and standpoints began to become prevalent within L2 scientific community. At this point, however, it is also particularly crucial to stress that the marked educational shift that contribute a lot to the development of classical L2

motivation understanding did not intend to totally reject and condemn the yielding results of Gardnerian theory, but to develop and push its parameters outward. The insightful contributions brought by Gardner and his associates were still acknowledged on a widespread basis. Especially, the traditional view of L2 motivation offered some valuable insights into a wide range of subject-matters ranging from motivational behaviors of social groups on a collective basis, intercultural communication, and language contact, to globalization of language, interculturality and multicultural aspects of language learning (Dörnyei, 2005). As stated by Dörnyei (1998), much of the research generated in this period tend to be labeled as “paradigm seeking”, which means making struggle to broaden the existing L2 motivation frameworks through proposing new paradigms.

In the same paper, Dörnyei (1998) classified the works of this period into two groups: The first group concerned with providing a detailed account of literature with the intent of looking for appropriate branches from Psychology field and integrate available paradigms into L2 motivation research to describe and conceptualize motivation (e.g. Crookes & Schmidt, 1991; Dörnyei, 1994a; Fotos 1994; Oxford & Shearin, 1994, 1996; Schmidt, Boraie, & Kassabgy, 1996). The second group, on the other hand, took a descriptive perspective, aiming at exploring different motivational parameters in a particular educational and sociocultural setting. These studies provided further evidence for the argument that motivation goes into permanent changes depending on situational variables (e.g. Abu-Rabia & Feuerverger, 1996; Coleman 1994, 1995, 1996; Dodick, 1996; Dörnyei, Nyilasi, & Clement, 1996; Laine, 1995; Julkunen & Borzova, 1997; Tachibana, Matsukawa, & Zhong, 1996). Among the first-group studies, three papers (Crookes & Schmidt, 1991; Dörnyei, 1994a; Oxford & Shearin, 1994) were quite influential and commonly regarded as being the most pioneering of all works that give the initial impetus for an educational shift in 1990s. The arguments of these “reform papers” are provided below.

Reform Papers

Although the calls for a paradigmatic shift towards a more applicable, location-sensitive, context-specific L2 motivation framework were in the air in the 1980s, the most prevalent impetus for the introduction of cognitive-situated period

in L2 motivation research is associated with the seminal study of Crookes and Schmidt in 1991 (Dörnyei, 2005). The starting point of their study was to suggest that the current L2 motivation research suffered from notable theoretical weaknesses, mainly focusing on the attitudes of learners towards target ethnolinguistic communities to explain the roots of motivational behaviors in L2. They raised concern over the validity of the current understanding of L2 motivation and argued that it neither makes reference to “real world domain of the SL classroom” (p. 470) nor establishes ties with other educational research of relevance. They put a special emphasis on the word “invalidity” to describe the current status of L2 motivation and maintained that lack of validity here refers to the discrepancy between real-life situations in classrooms and the current treatments of L2 motivation. A reasonable example came from teachers’ point of view to support this argument. It has been speculated that when they label a particular student as motivated, language teachers does not necessarily concentrate on the underlying reasons of studying an L2. Instead, they simply observe the learning behaviors of learners both in the classroom and outside the classroom if possible and accordingly make an inference about whether students display desired behavior patterns in accordance with their level of motivation. This argument was put in the following words by Crookes and Schmidt (1991):

“In general, it is probably fair to say that teachers would describe a student as motivated if he or she becomes productively engaged in learning tasks, and sustains that engagement, without the need for continual encouragement or direction. They are more concerned with motivation than affect. This teacher-validated use of the term motivation has not been adopted by SL investigators, but it is very close to the concept of motivation that has been substantially explored outside SLA, particularly in social and educational psychology” (p. 480).

It was not until the work of Crookes and Schmidt that the lessons offered by educational psychology were brought to the attention of SLA. With the purpose of expanding the framework of L2 motivation, they proposed a classification used to describe and distinguish 4 broad categories of motivation and motivated learning levels. These categories are as follows: a) micro, b) classroom, c) syllabus/curriculum, d) extracurricular levels. This taxonomy is a multi-tiered model

of L2 motivation based on different parameters and is particularly well-suited for reflecting the educational value of L2 motivation research. It also provides a basis for opening new windows through which motivation researchers can proceed. In this regard, Crookes and Schmidt came up with a comprehensive L2 motivation model based on Psychologist Keller's (1983) education-oriented motivation. The model encompassed the following dimensions: *outcomes*, *expectancy*, *relevance* and *interest*. The notion of *Interest* refers to a driving force for learning coming from inside, conceived of as intrinsic motivation. Broadly speaking, it is associated with an individual's willingness to explore the environment as well as his/her own selfness. *Relevance* is associated with the degree to which the instructional processes are tailored to the needs and goals of learners. As understood from the definition given, this dimension appears to reflect an instrumental orientation. *Expectancy* is connected to self-confidence and self-efficacy of learners. In the classroom setting, it deals with a number of issues such as the steps teachers follow while presenting a task, the degree of challenge offered by the task, scaffolding provided by the teacher, and time needed to do all these things. The last dimension, *outcomes*, relates to the output gained after engaging in an activity, which is closely associated with an extrinsic motive such as grades or monetary rewards. It also reflects an intrinsic motivation such as satisfaction or feeling at peace. They concluded that this four-dimensional L2 motivation framework would satisfactorily capture the essence of the interrelationship between SLA processes and language learning pedagogy, which was almost totally ignored by Social-Psychological perspective of Gardner. But, at the same time, their motivation framework still recognized the impact of attitudes on motivation, albeit to a limited extent.

Another notable work that contributes a lot to the flourishing of an education-focused shift in L2 motivation is that of Dörnyei (1994a). Inspired by the works of Crookes and Schmidt and Skehan, the aim of Dörnyei was to contribute to a deeper understanding of an education-oriented movement within L2 motivation research. He offered a detailed account of research findings drawn from mainstream educational psychology and second language acquisition. Consequently, he proposed a tripartite motivation model similar to that of Crookes and Schmidt. Dörnyei's comprehensive framework categorized three broad and

distinct levels of motivation. In this sense, it seems safe to argue that Crookes and Schmidt's multi-directional approach was adapted by Dörnyei. These subgroups were subsumed as follows:

- Language Level
- Learner Level
- Learning Situation Level

The first two clusters in the model are hypothesized to have their origins from previously proposed theories of Gardner and Clement as well as building on the findings reported by Dörnyei (1990), while the last and the most in-depth component comes from educational psychology (Dörnyei & Ushioda, 2011).

LANGUAGE LEVEL	Integrative Motivational Subsystem Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement Self-Confidence * Language Use Anxiety * Perceived L2 Competence * Causal Attributions * Self-Efficacy
LEARNING SITUATION LEVEL	
<i>Course-Specific Motivational Components</i>	Interest Relevance Expectancy Satisfaction
<i>Teacher-Specific Motivational Components</i>	Affiliative Drive Authority Type Direct Socialization of Motivation * Modelling * Task Presentation * Feedback
<i>Group-Specific Motivational Components</i>	Goal-orientedness Norm & Reward System Group Cohesion Classroom Goal Structure

Figure 2. Dörnyei's L2 motivation model (Dörnyei, 1994a, p. 280)

- *The language level* involves the combination of a number of L2 learning aspects. Based on Integrative and Instrumental motive, these aspects incorporate ethnolinguistic and cultural elements of L2 learning as well as practical achievements intended to gain as the result of an L2 study.

- *The learner level* subsumes two main headings: Need for Achievement and Self-Confidence. From the graph above, it is apparent that the learner level of the framework describes behavioral and attitudinal characteristics of the learners.
- *The learning situation level* is related to a broad range of context-specific parameters associated with motivational tendencies of learners in L2 classrooms. Course specific components reflect the model proposed by Crookes and Schmidt. In this sense, the focus is on teaching materials (tasks), the organization of syllabus and the methodology adopted by teachers. Teacher-specific motivational components deal with the ways in which teachers perform teaching practices. The main concern here is to emphasize how such characteristics as the personality of teachers, their style, and behavioral actions exert influence on the degree to which learners are motivated in the classroom. The last one, group-specific motivational components, is concerned with group dynamics.

As concluded by Dörnyei (1990), such a tripartite construct makes reference to three main aspects of L2 learning process: L2, L2 settings, and L2 learners. These parameters are assumed to represent social, educational and individualistic aspects of language. Depending on the components encapsulated by the model, Dörnyei also suggested a number of possible ways to motivate students in the classroom.

The last influential study to touch on in this section is that of Oxford and Shearin (1994), which came out at around the same time with Dörnyei's seminal paper. In 1994, Oxford and Shearin set out to show that the current understanding of L2 motivation research grounded on Social-Psychological perspective is not comprehensive enough to reflect all relevant types of motivation to learn an L2. Notably, both Dörnyei and Oxford and Shearin shared the same purpose in that they both advocated the integration of motivational psychology into second language acquisition research. In this regard, Oxford and Shearin argued that taking advantage of psychology may prove valuable for proposing a more elaborate model of L2 motivation. Accordingly, they grounded their comprehensive

L2 motivation framework on several branches of Psychology such as general, cognitive, educational, and industrial psychology, which had not yet been treated in SLA. They emphasized that their intention was not to dismiss the arguments of Gardnerian theory, but instead is to broaden the existing construct of L2 motivation. Their broad framework includes the following components:

- Need theories
- Instrumentality
- Equity Theories
- Reinforcement Theories
- Social-Cognition Theories
- Achievement Goal Theory
- Cognitive Developmental Theory of Piaget
- Vygotsky's Sociocultural Theory

They listed four broad suggestions that may be useful for language teachers to better address the motivational behaviors of learners in the classroom:

1. Teachers can determine the reasons behind why the learners study a particular language, but the main point here is that it is crucial to recognize the complexity of motivational variables. Namely, the range of motivations underlying a language study may vary across individuals as well as across situations. Besides, learners may adopt new perspectives or prefer to modify already existing ones. In addition, teachers may consider information sharing to keep track of the motivational patterns of a particular student when she/he starts to take another language course from another teacher. Furthermore, identifying which language aspects are more valuable for learners may contribute to an effective teaching in terms of arranging activities in accordance with the most relevant language areas for learners.
2. Teachers may exert an influence on students' understanding of success or failure as well. For example, they can increase the

awareness of learners concerning what contributes to success. Accordingly, this may encourage learners to set future goals for themselves. In this sense, the teachers can offer guidance on how to set achievable, realistic goals along with giving feedback on the weaknesses and strengths of the goals that the learners intend to achieve. It is worth noting that given the complexity of the ways in which individuals show variance because of the impact of individual differences, every learner may come up with diverse expectations and goals. It is, therefore, better to embrace such divergent perspectives.

3. Teachers can enhance the motivation of learners by emphasizing that there are many opportunities offered by a language study, such as getting to know new cultures, meeting new people or mastering skills that may be useful for benefiting career facilities.
4. Teachers can create a warm, stress-free environment in which the affective filter of learners can be kept low and thus learners can better make use of their language learning potential. Teachers can take advantage of different appropriate instructional materials. According to comprehensive L2 Motivation framework of Oxford and Shearin, a successful L2 instruction includes well-organized, effective activities, feedback, teaching process in line with the needs of learners and self-directed learning opportunity.

All in all, it is quite clear that these three papers share some common characteristics. Basically, the authors are not adopting a contrarian perspective for Gardner's motivation framework but rather aim to put forward a more elaborate model which is complementary to already existing understanding of Gardnerian Theory. The authors held the opinion that drawing on the findings from other research fields may prove valuable for a reconsideration of L2 motivation research. The following three points were summarized by Dörnyei (1998) as the common features of the reform papers.

1. They attempted to shed light on some concepts specific to mainstream psychology and focused on how these concepts relate to

L2 research field. The main impetus for this innovative approach was to extend social-psychological perspective of Gardner. Although reform papers have been characterized by some as a “counter reaction” to Gardnerian Theory, a more detailed analysis of these works clearly reveal the fact that the authors did not intend to dismiss the significance and relevance of social-psychological perspective but rather took aim at giving a new momentum to widely appreciated but theoretically restricted view of L2 motivation. The primary line of argument rested on the assumption that socially grounded view of L2 motivation does not, in fact, harmonize the complex reality of certain educational settings. Namely, the efforts devoted to emphasizing the social roots of motivation do not properly reflect the actual processes with respect to the emergence of motivation in classroom settings. A social perspective may not be the most relevant dimension of L2 motivation and therefore there may be other relevant parameters which need to be addressed.

2. The authors adopted such an approach that they set out to reshape the conceptual understanding of motivation, reflecting task-specific and behavior-oriented emergence of motivation rather than mostly relying on ethnolinguistic dispositions. Therefore, the main emphasis was placed on illustrating how motivation evinces itself in language learning tasks in different learning contexts. It is quite apparent that Gardnerian Theory is not concerned with specifying all relevant clusters of possible motivational forces, but instead it concentrates on understanding whether or not a motivation behavior emerges and on describing the learning outcomes of this motivational drive. However, as discussed earlier, the view that the roots of motivation is not important as long as motivation emerges one way or the other was challenged by Oxford and Shearin on the ground that without an explicit understanding concerning where to look for the roots of motivation, it is simply not possible for teachers to water these roots. Accordingly, teachers may not act effectively to enhance student motivation in the classroom.

- In parallel with the ideas specified in previous two points, the authors of reform papers voiced a shift to a more education-friendly view of L2 motivation which would lend itself to classroom application. Therefore, the emphasis shifted towards studying motivation by keeping in mind classroom reality and accordingly describing situation-specific nature of motivation.

All in all, reform papers which take their name from calls for a more educationally relevant approach to L2 motivation characterize cognitive-situated period. Together with these three main articles, another notable work is that of Tremblay and Gardner (1995) in which they offered a new perspective for L2 motivation by drawing on ideas stemming from cognitive theories. Their work was a kind of response to calls for a more comprehensive model of motivation and in this regard, a detailed model of L2 motivation was proposed based on three concepts taken from expectancy-value and goal-theories.

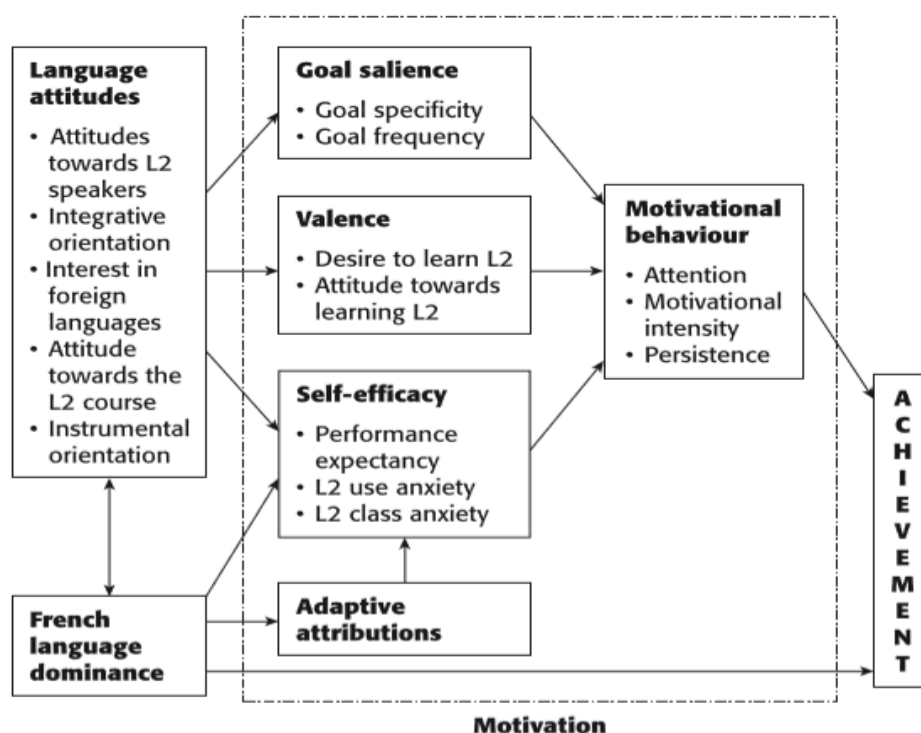


Figure 3. L2 Motivation model of Tremblay & Gardner (1995, p. 510)

- Goal salience* expresses how individuals set unique goals and the extent to which goal-setting strategies are employed.

- *Valence* is associated with traditional measures of “desire to learn the L2” and “attitudes towards learning the L2”. In other words, this dimension is referring to a value element relevant to L2 learning.
- *Self-efficacy* involves anxiety and “performance expectancy” which refers to the expectation of learners about engaging successfully in different pedagogic L2 learning tasks.

Self Determination Theory

Self-determination theory (SDT) (Deci & Ryan, 1985; 2002; Deci & Moller, 2007) is one of the most influential theoretical frameworks in motivational psychology and it seeks to describe the ability of individuals to deal with external as well as internal factors in regulating intrinsic motivation. In this sense, SDT can be conceived of as an approach focusing on the ways in which individuals are motivated and also focusing on personality characteristics by adopting an evidence-based methodology (Ryan, Kuhl, & Deci, 1997). It is therefore reasonable to conclude that the starting point of SDT is to provide an insightful picture of how inner characteristics of individuals along with their inner psychological needs lay the foundations for processes leading to motivation, healthy personality development, and positive well-being (Ryan & Deci, 2000a).

SDT owes its origination to the works of Deci and Ryan who were inspired by research evidence suggesting that a lack of extrinsic motive does not always exert a negative influence on intrinsic motive and therefore extrinsic/intrinsic motivation dichotomy seems not to correlate with each other on a permanent basis. This evidence-based argument is what encourages Deci and Ryan to come up with a more comprehensive construct to build on simplistic and inadequate view of motivation centered on intrinsic-extrinsic motives. A closer look to the theory suggests that different extrinsic motivation types can be identified through a processual phenomenon involving differing degrees of external impact and an internal regulation sub process to internalize these out-of-control environmental influences (Dörnyei & Ushioda, 2011). That is, the properties of a particular extrinsic motive may show variance in significant ways depending on how autonomous it is. In a more clear way, SDT not only pays attention to external along with social parameters on the ground whether they serve as a facilitating or

hindering force for intrinsic motivation, but also attempts to shed light on the details concerning which conditions give rise to the emergence of an intrinsic motive in a catalyzed manner (Ryan & Deci, 2000b)

The premise that all human beings have a genetically predisposed tendency toward creating an elaborate and complex sense of self is what the proponents of SDT ground their arguments on (Ryan & Deci, 2002). Accordingly, different scholars such as Brown (1990; 1994) have set out to integrate the implications of the theory into L2 Motivation research and addressed the pivotal role of intrinsic motivation in L2 classrooms by challenging the traditional over-emphasis given to extrinsic rewards in school settings.

The process-oriented Period

At the turn of the new millennium, L2 motivation research gained a new momentum following a process-oriented perspective which attempts to describe how motivation is sustained and subjected to change over time. The starting point of any activity, no matter what it is, is triggered by a degree of an internal motivation or with the influence of a third party. On the other hand, it goes without saying that some educational or social life practices are not initiated and finished in a short period of time. For example, let's think of a high school student who is getting prepared for the university entrance exam. Of course, it is a long path which not only requires going over much information but also requires to make a well-detailed plan, develop time management strategies to be able to complete answering questions in a limited time period, keep a balance between family, study, friends, have a good psychology etc. Further items could be added to the list but the main point here is that a long-term task may experience ups and downs from the beginning to the end. While one day the student feels quite confident and willing to sit on the worktable to study for something, the other day may bring along disappointments, failures and mentally depressed days, decreased morale, unwillingness, and low motivation. The message implied in this example is that some activities such as the study of an L2, take a long time to handle and therefore the motivation of learners may continuously fluctuate to adapt changing conditions. In this sense, new motivational forces may be adopted as well. With these phenomena in mind, the importance of advocating a process-oriented

inquiry of L2 motivation lies in the fact that L2 motivation may subject to change depending on where and when the teaching activity takes place. As stated by Dörnyei and Ushioda (2011), while it has long been long acknowledged by teachers and practitioners that classroom motivation is not a static phenomenon, a shift towards investigating task-specific as well as temporal nature of L2 motivation was only heralded during the last decade, thereby opening a new path through which researchers may further our understanding of the sustainability of L2 motivational processes.

Socio-dynamic Perspectives

Socio-dynamic approach to L2 motivation is based on the argument that the exact nature of motivational processes cannot be simply explained by linear relationships; that is, simplistic cause and effect relationships seem inadequate to truly reflect the interaction of L2 motivation with other complex systems. In this regard, Dörnyei (2009b) speculated that process model of motivation which priorities the principle of linearity to theorize motivation witnessed a decline in value when it was realized that there is a wide range of complex subsystems that determine the development of L2 motivational processes. By taking the initiative from this argument, Dörnyei (2009b) drew the conclusion that “it was really a matter of time before I realized that such a patchwork of interwoven cause-effect relationships would not do the complexity of the motivation system justice and therefore a more radical reformulation was needed” (p. 197). What he referred to as an essential reformulation subsequently evinced itself in the research field as a complex dynamic system perspective. A dynamic system can be conceptualized as a chaotic organism where various structural components operate mutually and these elements may subject to change in time, they may totally disappear, new parameters may be added to the system or the direction as well as the kind of interaction among system elements may undergo modifications, thereby making it quite difficult to predict the behavioral pattern of the system (Dörnyei, 2010b).

Complex Dynamic Systems: What does it offer for L2 Motivation?

Complex Dynamic Systems Theory (CDST) proved helpful for not only shifting the focus towards the individual rather than statistical procedures to

examine motivational processes, but also for abandoning unilateral cause-effect relation based on the investigation of an independent-dependent variable in isolation and drawing attention to differences among individuals across situations (Schumann, 2015). Addressing the potential of CDS to integrate with L2 motivation research, Ellis and Larsen-Freeman (2006) noted that motivation is not an enduring personality characteristic but a flexible, highly unstable phenomenon that emerges through the operation of various internal and external influences. In light of this argument, it seems fair to suggest that the emergence and development of L2 motivational processes can be best understood from a dynamic systems perspective. Indeed, as pointed out by Dörnyei (2015), L2 motivation is in a good position to be studied with a dynamically framed methodology given its complex structure involving ups and downs.

Directed Motivational Currents (DMCs)

Dynamic Perspective in L2 Motivation and DMCs. After a comprehensive summary of literature to make it clear how L2 motivation research evolved over time, now it is time to introduce the main subject of the current thesis. Directed Motivational Currents (DMCs), describing highly robust and productive motivational surges, represent the most recent L2 motivation model. DMCs as a construct intends to account for why individuals at times feel so concentrated and motivated that they lose track of time, change their routines, and get into a focused state of mind. The significance of DMCs as a new field of inquiry rests in the assumption that the outcomes from DMC research may shed light on how to promote motivational sustainability in L2 learning, which remains largely unexplored. The argument of those who emphasize the importance of DMC research is that the underlying principles of a directed motivational current hold true for all the prolonged motivational experiences (Dörnyei et al., 2016). Accordingly, if we succeed in formulating the working mechanism of DMCs, then we can gain insights into the sustainability of motivation in L2.

As already noted, recent years have witnessed a rapid transition from relying on one-way causalities to examining complex multi-variable processes. Such a major shift and fresh progress in research policy, referred to as “Dynamic Turn” in SLA (Dörnyei & Ushioda, 2011) puts emphasis on studying

multidimensional interactive systems that incorporate asynchronous subsystems in a chaotic fashion. In line with such groundbreaking developments in the field, L2 motivation research too has taken a decisive turn towards addressing motivation as a dynamic phenomenon and the new trend has steered away from standard linear analyses to focusing on a more comprehensive philosophy. As a result, the current prevailing policy is to explore how motivation is subject to ebbs and flows over time as well as looking closely at its complicated interaction with other situation-specific, time-related and personal variables. In this sense, DMC as a new theoretical model is directly related to mainstream dynamic thinking in SLA because it is a dynamic organism with co-adaptive subsystems interacting with each other. The notion of DMC represents a multifaceted motivational framework that relies on the cooperation of a number of interrelated set of subsystems, each of which has a particular role in the functioning of the entire DMC mechanism. It follows from this that contextual, situational and time-related parameters may hypothetically exert influence on motivational processing in DMCs and individuals may differ in the ways they experience a directed motivational current. Fluctuations, arguably, can be observed within and across individuals in terms of the intensity and the operational longevity of a DMC.

It is beyond dispute that treatment of motivation as a dynamic phenomenon did not happen at a stroke. The initial attempts to explore the dynamics of L2 motivational change over time could be traced back to the work of Williams and Burden (1997) and Dörnyei and Otto (1998), which subsequently paved the way for a process-oriented approach to motivation. One of the critical voices to challenge the validity of the process model of L2 motivation has been that of Dörnyei himself. While discussing the weaknesses of his process model in terms of its failure to capture other overlapping, interacting and multidirectional dynamics in play, Dörnyei (2009b) stated that “it was really a matter of time before I realized that such a patchwork of interwoven cause-effect relationships would not do the complexity of the motivation system justice and therefore a more radical reformulation was needed” (p. 197). Understandably, the way process-oriented model treats motivation has been widely attacked since the scope of the model was narrow, specifically relating to investigating actional motivational processes in isolation, thereby making no attempt to acknowledge accompanying sources of

motivated behavior. It follows from this that process-oriented period of L2 motivation gradually went into a transformation phase which would subsequently be known as a *socio-dynamic phase* which is marked by “a concern with the situated complexity of the L2 motivation process and its organic development in dynamic interaction with a multiplicity of internal, social and contextual factors. . .” (Dörnyei & Ushioda, 2011, p. 72). In the light of such progresses combined with the critical voices challenging the traditional motivational frameworks, researching L2 motivation as a dynamic system has gradually received recognition. Then the question arises: Where do DMC, DST and socio-dynamic perspective overlap?

Now recognized as a seminal reference document addressing the dynamic nature of motivation, Zoltan Dörnyei, Peter D. MacIntyre and Alastair Henry co-edited a book, *Motivational Dynamics in Language Learning* (2015), and set out to recognize Dynamic Systems Theory as a new basis for the reconceptualization of motivation within the domain of SLA. This volume is quite relevant to our discussion because Dörnyei, Ibrahim and Muir (2015) discussed, for the first time, the relation of DMCs to dynamic systems and argued that DMCs “have the capacity to override or modify the multiple pushes and pulls that people experience in their busy lives” (p. 96). They further argued that DMCs “have the capacity to align the diverse factors that are simultaneously at work in a complex system, thereby acting as a regulatory force” (p. 96). It is quite obvious that the notion of DMC is perfectly-suited for the domain of socio-dynamic period of L2 motivation in terms of not only keeping a close contact with dynamic systems but also offering a unique potential for sustainable motivated behavior in dynamic systems by means of suppressing the chaotic, poorly coordinated nature of world and impelling the efforts towards a goal-driven mode of action.

Flow Versus DMCs

Gaining wide prominence in the late 1980s by Mihaly Csikszentmihalyi (1988, 1990), the notion of flow experience has certain characteristics in common with the DMC construct. In line with the conceptualization of DMCs, flow is defined as “a state of profound task-absorption, cognitive efficiency, and intrinsic enjoyment that makes a person feel one with the activity in which s/he is involved” (Moneta, 2004, p. 115). In this sense, both concepts are characterized by a high state of

engagement. No matter how akin they seem to be at the first sight, it should be noted that there are points in which these two constructs differ significantly from each other, most notable in that flow is identified with total absorption in a single task which is of great intrinsic value, while DMCs refer to a sustainable process of involvement in interrelated set of activities which evoke a satisfactory feeling chiefly because “they transport the individual towards a highly valued end” (Dörnyei, Ibrahim, & Muir, 2015, p. 98). Flow experience and DMCs therefore follow divergent paths in terms of their durations and source of pleasure. Notwithstanding the idiosyncratic features distinguishing the scopes of the constructs, these two concepts are still based on similar theoretical underpinnings in general.

Where to locate DMCs in our chaotic world?

It is no wonder that everyone in life may at times find themselves thinking deeply about bad memories in a despairing manner: The sentences starting with “a lot of water flowed under the bridge since then” are right after followed by ones like “but I still wish to have a chance to turn the clock back”. Endless thinking sessions that starts all of a sudden at midnight hours, catching you in a weak moment and triggered by a variety of unknown source of regret... For those who are suffering from such a bothersome condition, a heightened sense of withdrawal along with a profound feeling of dissatisfaction may show up. Of course, such retrospective judgements can create a transient sense of going back in time in the form of an astral journey by exceeding the limits of logic. But in reality, no matter how willing we are to come back to a particular moment in the past and make a small intervention there to change something the other way around, it is needless to say how much it remains as a quixotic idea under the current technological and scientific advances. What seems more practical therefore is to address a new question: In order to ensure consistency and stability in striving for a better life with less disruption, is it possible to optimally and fully make use of our currently existing potential, performing at levels “*over and above*” what we are really capable of? This is exactly where motivational surges referred to as *Directed Motivational Currents* clearly manifest their importance, not only offering a strong potential for individuals to operate in ways where they reach beyond the scope of

what they can normally accomplish, but also providing a predictable course of action within the darkness, deepness and the complexity of the life conceptualized by *Dynamic Systems Theory* in the literature. Mercer (2011, p. 429) summarized the way how complexity theory adopts a clean sheet approach for the study of SLA:

[R]ather than trying to extricate and separate the variables involved in a piecemeal fashion, complexity theory recognizes the need to explore and acknowledge the dynamic complexity inherent in learning a foreign language. It rejects simplistic cause and effect explanations of language learning and accepts its non-linear, dynamic nature which can vary across individuals and is closely tied to a range of contextual factors.

In view of the above considerations that shed light on the intricate nature of language learning, what makes DMCs unique and innovational is its forward-pointing directivity pattern combined with a sense of emotional well-being. This in turn generates operational excellence to best manage one's self to achieve a personally significant L2-driven aspiration.

First articulated in the work of Muir and Dörnyei (2013), a DMC refers to “a motivational drive which energizes long-term, sustained behavior (such as language learning)” and it releases a potent motivational force which offers a great practical value “through placing vision and goals as critical central components within this construct” (p. 357). A further definition is given by Dörnyei, Muir and Ibrahim (2014) who have argued that a DMC is a robust motivational process that comes into being “when a variety of time and context-related factors come together in an individual to prompt a firm decision to pursue a goal/vision which is considered personally significant, highly relevant to one's desired identity and emotionally satisfying” (p. 27). In the same vein, the term DMC is, for Henry, Davydenko, and Dörnyei (2015), an exclusive type of heightened and durable motivational process energized by a desired self-relevant vision. What is notable about the descriptions given above is that DMCs encapsulate a cluster of parameters serving as defining characteristics of the construct and the presence of such distinctive hallmarks is what makes DMCs inimitable compared to other motivated actions. A DMC exhibits its uniqueness through releasing some sort of

meta-motivational energy “over and above an individual’s normal levels” (Dörnyei et. al., 2016, p. 18).

Hallmark Features of DMCs

The references cited in the definitions above are introductory documents that present a detailed theoretical framework outlining the hallmarks of the DMC construct. In view of the fact that a DMC may sustain its operation over a long period of time during which certain ebbs and flows may come into existence depending on the mutual interplay among system parameters, the entire DMC process can be conceived as a highly personal experience. When caught up, the momentum of a motivational current is either accelerated or slows down over time and thus the intensity of the motivational pathway may follow a zigzag pattern. On the other hand, no matter what fluctuations are observed in terms of the duration and strength of the DMC experiences across individuals, there are a set of characteristics that are ideally expected to be at work for all the DMC experiences. The key aspects of DMCs are discussed under three headings. These are: a) *Goal-orientedness*, b) *A salient facilitative pathway*, and c) *Positive emotionally* that according to Muir (2016) need to coexist in harmony to entitle any motivational phenomenon as a Directed Motivational Current. Let us now turn to elaborate on how and to what extent these components contribute to the fully fledged implementation of a DMC.

In line with its recent dominance in the L2 Motivation field as “one of the highest-order motivational forces” (Dörnyei & Ryan, 2015, p. 96), at the center of the philosophy that guides the entire DMC process is the notion of “vision”, which refers to “the sensory experience of a future goal state, or in other words, a personalized goal that the learner has made his/her own by adding to it the imagined reality of the goal experience” (Dörnyei & Chan, 2013, pp. 454-55). It is clear that the above definition suggests a striking similarity between vision and Ideal-L2 self. The notion of Ideal L2-self describes the “characteristics that someone would ideally like to possess” (Dörnyei, 2014a, p. 521) and argued that it regulates the effortful learning to reach future ideal standards (Dörnyei, 2009c). In an attempt to discuss the motivational role of ideal-L2 Self, Williams et al. (2016) argued that by virtue of our brains’ capability to process imaginary dreams as if

they are real, learners develop a preliminary insight thanks to their ideal L2 self-image which can be equated with the real experience gained via real practice, and accordingly they are directed to motivated behavior. In this regard, vision appears to highly correlate with future self-guides by adding an imaginary dimension to motivational processing in that it conjures up a future scenario where the intended outcomes are successfully achieved.

Although the issue of L2 self-guides (herewith vision) has grown in importance with the introduction of L2 Motivational Self-System, the problem has been that no clear guidelines or procedures have been defined sufficiently on how future self-guides lead to improvement in the learning performance. Plus, research has yet to longitudinally investigate the developmental pattern of L2 self-guides, thus there remains a general absence of systematic evidence on how they first come in sight or their ensuing evolutionary process. Similar views have been echoed by a number of scholars as well (e.g., Al-Hoorie, 2017; Dörnyei, 2009c), emphasizing the restricted range of methodology which suffers from an overreliance on cross-sectional studies to examine L2 self-guides. However, it should be noted that such critical voices have not necessarily been a call for simply invalidating the motivating capacity of self-guides, but a call for exploring particular processes that enable vision to exert its motivational power. In my view, the DMC as a new conceptual framework has stemmed from discussions concerning a lack of a strong theoretical framework by which L2 self-guides can manifest their motivational power. Not surprisingly, there is literature somewhat supporting this argument, including the book chapter of Dörnyei (2014b), at the end of which he argued that research into future self-guides and vision may prove valuable. In an attempt to address future directions, he went on to propose that it is a potentially promising line of inquiry to explore the behavioral pathways through which vision-induced motivational energy can be transformed into actions. In this sense, one particular type of these so-called “behavioral pathways” could be perceived as Directed Motivational Currents.

A DMC develops its motivational forward-looking identity thanks to the presence of a clearly-defined and visionary objective for which the entire DMC mechanism goes into operation. Metaphorically speaking, albeit not exactly explanatory in this context, learners who are captured by the stimulatory power of

a salient vision have virtually blinders on in their attitude toward approaching an aimed-for target, consolidating all their efforts and resources for a single destination without allowing for any serious distractions or withdrawals. In this sense, *goal-orientedness* aspect of DMCs represents a superordinate principle that enables the entire system to maintain its activity coherently in a target-oriented way. As noted by Henry et al. (2015), the intensity of DMCs emerges out of the existence of such a visionary composition and similarly, the extent to which a motivational current maintains its robustness will necessarily depend on how effectively a vision is integrated with a guiding goal. In a nutshell, when caught up in a DMC, “the salient purpose or objective provided by the overall goal provides both cohesion to one’s efforts and a focus for one’s energies” (Dörnyei et. al., 2016, p. 53).

In line with the above explanations, vision arguably presents a new window of opportunity for making a significant breakthrough in optimizing performance in the long-term processes of mastering an L2, by virtue of the fact that it offers “a useful, broad lens to focus on the bigger picture, the overall persistence that is necessary to lead one to ultimate language attainment” (Dörnyei & Kubanyiova, 2014, p. 4). However, as repeatedly stressed before, rather than being set in motion automatically, a number of prerequisite conditions need to coexist in harmony so that future self-guides could prove useful. Dörnyei (2009c) formulated a list of necessary criteria for a perfect motivational functioning of future self-guides; but the one which is particularly relevant to the scope of DMCs is that future self-images need to be unified by “relevant and effective *procedural strategies* that act as a *roadmap* towards the goal” (p. 10; emphasis in original). It goes without saying that the initial outburst of a DMC is triggered by the desire to achieve a vision-led objective and then all potential sources of one’s concentrated energy are effortlessly exploited for fueling further action towards approaching this predetermined finishing line. However, in a way similar to stream flows which need a proper stream bed to maintain its forward motion ceaselessly, a perfectly full-service DMC goes into operation only when accompanied by an additional complementary pathway which provides orbital stability for the ensuing motivational momentum. Within the conceptualization of DMCs, this complementary segment has come to be known as a *salient facilitative pathway*

which subsumes the following: a) An identifiable start/end point, b) Behavioral routines, and c) Progress checks.

A DMC embarks on its course only after when relevant set of cognitive and contextual parameters joint together synchronously and exploit a triggering stimulus, which marks the starting point of the process (Henry et. al., 2015). During the phase following the activation of a DMC, individuals start to engage in a new set of behavioral practices. On the basis of this newly opened pathway, those who are captured by a DMC engage in new behavioral routines and proximal subgoals through which the initial motivational momentum is sustained. The structural pathway of a DMC generates an effortless sense of optimal and consistent engagement in a set of motivated behavioral routines. These routinized operations along with proximal targets serve to provide fuel for approaching vision and they do not entail any intentional motivational processing or a deliberate execution but rather performed on the basis of “a motivational autopilot mode” in which “the initial momentum rules out the necessity for constant “hands-on” volitional control by a human operator” (Dörnyei et al., 2016, p. 59). It is in this relation that DMC is conceived as an effortless but sustainable phenomenon or, in other words “self-propelling” in nature: Once a cohesive framework of proximal subgoals is spreaded on a salient directional route towards a highly desired and personal vision, “the level of motivation fueling action will be kept on a continuously high-plane, thereby facilitating ongoing momentum” (Muir & Dörnyei, 2013 p. 359). In brief, the settlement of a salient facilitative pathway is of crucial importance in terms of retaining the robust motivational trajectory in the course of time.

The third salient characteristic of a DMC is positive emotionality. As noted before, the achievement of a distal visionary target entails the successful completion of a set of proximal tasks. What is common to such sort of vision-driven proximal subgoals is that they are by no means pursued for the sake of their intrinsic value; but the totality of tasks, no matter how boring and challenging they might be, is always carried out with a sense of satisfaction simply because “they transport an individual toward a highly valued end-goal” (Dörnyei et. al., 2016, p. 18). It is in this relation that a pervading positive atmosphere unfolds automatically in every phase of DMCs by creating a sense of being on the right

direction and the awareness of doing well. Such a unique composition of enjoyment is also comparable to DMC's self-propelling nature: Similar to motivational autopilot mode that automatically goes into effect without demanding any external control and sustains momentum further away, a DMC in itself constitutes an internal self-fulfillment mechanism where the overall system components come together as a monolithic entity and line up against all the other subordinate source of satisfaction which may potentially divert the system focus into a micro-level contentment serving little or no-purpose for the visionary spirit of a DMC. Positive emotional nature of motivational currents is also crucial from a dynamic systems perspective. De bot, Verspoor, and Lowie (2005) noted that the growth in natural systems is essentially achieved by power resources and the systems may come to a standstill unless further energy is injected into the process. In this sense, the DMC mechanism produces its own renewable energy without in need of any external energy contribution, which also adds to our understanding of why DMCs offer a salient predictable pathway. The individuals can permanently stay energetic on their motivational path with thanks to a DMC-informed positive psychological experience. Although the positive emotionality in DMC is deeply rooted in the presence of a visionary purpose, additional sources feeding the so-called positive climate within the system were reported in the work of Ibrahim (2016b). The most obvious finding to emerge from the study is that sense of satisfaction emerging instinctively along the DMC processes did not merely emanate from the existence of a future aimed-for vision (L2 learning), but rather from many other alternative sources ranging from a sense of improvement in the self-identity to a sense of heightened productivity. These findings were somewhat surprising and suggest that there might exist, albeit implicitly, a rapport between self-improvement and pleasure in the context of an L2 experience.

Along with a clear perception of progress, the second parameter that underlies the positive atmosphere of a DMC is closely related to the distinctive nature of the visionary goal. It goes without saying that a DMC in its fullest gives a new impulse to one's life, shifting everyday habits into new set of behaviors and exerting its profound effect through acting on a sort of large magnetic field, the gravitational force of which will pull the remaining daily preoccupations toward itself. For such a prevailing motivational climate to occur, an internalized,

personally relevant goal is essential, which fit well with the features of self-concordant goals (Sheldon & Elliot, 1999) characterized as a highly valued and totally embraced goal which is merely pursued by a self-choice. Self-concordant goals are the ones that specifically embody idealized personal standards to meet as a part of personal growth and individuals experiencing DMCs are in search of goals “strongly linked to identities and to a sense of actualizing one’s potential” (Henry et. al., 2015, p. 332). In this sense, one feels a heightened sense of self-realization as she/he becomes closer to an ultimate objective as accomplishing smaller tasks along the way. Each activity along the journey, thus, functions as a guiding motivational tool that contributes to the fulfillment of self-actualization needs. Successful progression from one step to another brings along an increasing sense of perceived self-capacity to carry out personal commitments and the resulting personal pleasure reaches a state of eudaimonic well-being (Waterman, 2008). An eudaimonic experience is different from the momentary feeling of being happy in that the former manifests itself in situations where someone puts his/her potential into practice through a range of accomplished works, thereby reinforcing the existing self-identity. In sum, even the most boring learning tasks in a DMC process can conduce to the provision of an eudaimonic satisfaction simply because they are considered as performance-supporting acts that bolster the concentration for the achievement of a more elaborate purpose and thus they are regarded to be “congruent with one’s deep-seated values” (Dörnyei et. al., 2015, p. 101).

Related Studies on DMCs

This part will give a brief review of the studies that have been generated so far on DMCs. Then, research gaps and some limitations in the literature will be highlighted. And finally, this section will be concluded by explaining the purpose of the present study.

To the best of our knowledge, the DMC is a brand-new L2 motivation model and thus research on the subject is still in its infancy. It goes without saying that when a new model or construct has been introduced to the attention of scholars, different lines of research start to emerge and it takes time to create a body of literature. This is the case for DMC research as well. Although DMCs as a

construct has been regarded to offer important pedagogical and theoretical implications, it has not attracted much interest from academic community thus far. But still, there is a group of studies, albeit narrow in scope, which emerged following the preliminary works by Dörnyei and his team. In this regard, previous research into DMCs is possible to be divided into three main categories.

The first set of studies, as expected, has set to offer further empirical support for the validity of DMCs as a construct. We know that a newly conceptualized model needs to be validated first before spending research effort in understanding its nature and potential contributions to the field. As already noted before, a DMC encapsulates some characteristic features and these features are considered to be essential for its operation. In this regard, studies conducted in different L2 learning settings have aimed at confirming the presence of the proposed structure of DMCs in the experiences of individuals going through a DMC-induced motivational process. To illustrate, Zarrinabadi and Tavakoli (2017) in the Iranian context empirically investigated the validity of the key components of the DMC construct in the cases of two highly motivated pre-service English teachers. The results were affirmative in that all defining characteristics of a DMC experience were clearly identified in the accounts of participants, thereby contributing empirically to the validity of the construct. At around the same time in the same context, Safdari and Maftoon (2017) conducted another validation study in which they carried out a series of interviews with one focal participant. Similar to the previous one, the findings confirmed the proposed structure of DMCs. In addition, Ghanizadeh and Jahedizadeh (2017) conducted a research with Iranian EFL learners with a view to confirming the validity of the DMC Disposition Scale used by Muir (2016). The study also set out to examine the ways in which demographic factors relate to participants' DMC experience, thereby focusing on language proficiency and level of education. The results reported a notable difference between students with intermediate and elementary language skills in terms of the measure of their motivational currents. The study also revealed that BA and MA learners are more likely to find themselves in intense motivational periods compared to those with lower-level educational background.

As for the second group of studies, this line of inquiry aimed at exploring structural components of DMCs from a local perspective. Ibrahim (2016b), for

example, set out to offer an intimate understanding of what kind of factors underlie positive emotionality within DMCs. A desire for self-improvement and the sense of performing at a highly productive level were found to be the alternative sources of positive emotionality. In addition to this, a subsequent study by Ibrahim (2017) utilized qualitative data from a number of EFL learners (n: 9) and examined the underlying triggers of their motivational currents. The findings indicated that a visionary objective along with perceived feasibility stand out as two primary conditions for the launch of a DMC. Besides, one of the first attempts to explore the dynamic nature of DMCs was made by Selçuk and Erten (2017). Drawing on Retrodictive Qualitative Modelling to identify learner archetypes, the authors adopted a qualitative case-study approach to capture the L2 motivational ebbs and flows of two EFL learners, one is experiencing an identifiable DMC, and the other is highly motivated but whose motivational experience does not encapsulate the key features of a DMC. Findings showed that motivational trajectory of the learner undergoing a DMC process indicated a more consistent pattern compared to the other one who is highly motivated but lacks an explicit future-oriented goal, which implies that having a strong L2 vision exerts a positive impact on the overall motivational performance of the learners. More recently, the effects of DMCs on learners' self-related attributes were discussed by Zarrinabadi, Ketabi and Tavakoli (2019).

As understood from the accounts given above, the first two groups of studies mostly addressed the theoretical properties of the construct rather than providing information on how to exploit the pedagogical value of DMCs to foster learning success in the study of an L2. In this regard, the third line of research could be considered as a response to the scarcity of knowledge on the practical application of DMC model. What is surprising is that although DCMs are believed to have great scientific value thanks to their potential to shed light on motivational sustainability in L2, the question of how to facilitate the pedagogical application of the model was addressed by a limited number of studies with only two published works. Watkins (2016), for example, explored whether a tailor-made curriculum designed in accordance with the principles of DMCs can be of assistance in creating a DMC. The study did not produce mounting evidence to suggest that a specifically designed learning program could be definitely helpful to start

experiencing a DMC. In a later study, Ibrahim and Al-Hoorie (2019) set out to offer insights into which conditions increase the performance of learners in DMC group projects. The authors found that creating a group-specific identity, providing opportunities for autonomy, and attaching personal value to the project are three prominent conditions that bolster the effectiveness of the DMC projects.

In summary, it has been shown from this review that the notion of Directed Motivational Currents is currently in the air to be researched extensively in the hope of putting a brick to advancing our knowledge on how to ensure motivational sustainability in long and often boring process of mastering an L2. A search of literature reveals that very few empirical discussions have been offered so far with respect to the dynamic and complex nature of Directed Motivational Currents (e.g. Selçuk & Erten, 2017). However, given that the current prevailing trend in the scientific community is to explore the dynamic aspects of L2 motivation, it appears to be necessary to investigate DMCs from a dynamic systems perspective. Such a probe into the dynamic aspects of DMCs, in turn, can provide a more accurate understanding of the actual nature of DMCs.

Another significant point worthy of mention is that the majority of the studies on DMCs suffer from methodological limitations in that most of these studies are cross-sectional in design. In view of the fact that cross-sectional studies can only provide a snapshot view of the phenomenon under focus, designing a longitudinal research may prove more useful in terms of achieving a more comprehensive knowledge of what you are exploring. Keeping in mind such considerations and taking the initiative from the gaps in the literature, the current thesis aims to meet two main purposes: First, it seeks to offer additional empirical support for the validity of DMC as a construct in the Turkish EFL context. Second, it aims to investigate the dynamic nature of DMCs.

The section below moves on to give details regarding the methodology followed in the current study.

Chapter 3

Methodology

This chapter will offer methodological details regarding the research design, research questions, research setting, participants, data collection, instruments, and data analysis. Each subheading will be presented as a part of the method of the study.

In the current thesis, a qualitative study design informed by an exploratory multiple case study approach (Creswell, 2007) was used as the research methodology to seek answer for the research questions. Qualitative methods are deemed more convenient in achieving a better understanding of “the complex reality of a given situation” (Mack, Woodsong, MacQueen, Guest, & Namey, 2005, p. 2). Another key advantage of qualitative methods is that it allows for a comprehensive inquiry of context-related parameters that have bearings on the behaviors of individuals or their interaction patterns and the ways they make meaning of their lived experiences (Yilmaz, 2013). Motivated by such considerations, the current thesis adopted a qualitative multiple case study design in order to address the following research questions:

1. What are the characteristic features of the participants’ DMC experiences?
2. What are the patterns of change in the motivational trajectory of the learners’ caught up in a DMC?
3. Which parameters cause fluctuations in learners’ DMC-induced motivational trajectory?

Setting and Participants

This study was carried out at TED University (TEDU) English Language School throughout a five-week period during the spring semester of 2018-2019 academic year. Founded in 2009, TEDU is one of the private universities in Ankara, Turkey, and it uses English as the medium of instruction. Therefore, all the students who would like to major in a program at TEDU must prove their proficiency in English (e.g. TOEFL IBT 79 and IELTS 6.5). The students who receive an available score from these exams can be exempted from receiving

English preparatory courses. On the other hand, the students who do not have an available score in line with the above criteria are supposed to take standardized English proficiency exam (EPE) administered by the University. The students who score minimum 75 out of 100 do not have to study in English prep school and they can start taking major area courses. However, receiving a score below 75 entails studying in TEDU English prep school.

Those who complete the program successfully in the half term or at the end of one academic year become eligible to take departmental courses in the discipline they are majoring. If students can not complete the preparation school in two years, they are officially discarded from the university. The preparation program is based on an integrated curriculum that offers four main language skills: Listening, speaking, reading, and writing. Teaching process in each classroom has been managed by three different instructors, each of them is responsible for teaching a particular language skill.

In order to conduct an individual-level analysis, the data for the present study came from three focal EFL learners studying at TEDU English prep school at the time of the data collection. Recruiting a limit of three participants was deemed sufficient because a DMC is not a commonly seen motivational phenomenon, and therefore even three focused DMC cases have the potential to highlight what kinds of parameters cause upward or downward fluctuations in DMC-induced motivational trajectories. A purposive sampling was applied in order to identify the appropriate cases concerning the phenomenon under discussion. As stated earlier, due to the specific characteristics of DMCs, the participants were chosen among those who are highly motivated and goal-oriented. In the selection of the participants, the procedural steps taken by the researcher, main selection criteria, and key priorities were as follows: Before conducting the research, ethical approval was obtained from Hacettepe University ethics commission and all the steps of the study were approved. Then, six instructors who were working at TED University English prep school at the time of the data collection were contacted through e-mail and they were provided with a short explanation of what a DMC is. The explanation included such details as the characteristic features of DMCs and the salient features of those who experience this unique type of motivation.

Upon giving theoretical details, the instructors were asked if they have DMC-experiencing learners in their classes. In what follows, each instructor reported the name of at least one student and the initial sampling included 17 students in total. It should be noted that the instructors gained consent from students before submitting their names and only the names of those who showed willingness to take part in the study were reported. In the following phase, the instructors were contacted once again. This time, the instructors were asked about the motivational intensity of the students they suggested and they were asked which student they prioritize in terms of the intensity of their motivational states. By this means, the preliminary sampling was lowered from 17 to 9 in number. Next, the focal 3 subjects were chosen depending on their proficiency levels and the amount of scholarships. The ones studying at elementary level and with 0 scholarship level were recruited. It was thought that lower levels of students in terms of their proficiency in English are likely to put more effort in their L2 learning because they are in the earlier stages of their language study, which makes them more ideal to experience an L2-related DMC. Besides, it was believed that conducting this research with students who were enrolled in a program at TEDU with a high degree of scholarship may not produce reliable results concerning their DMC-induced motivational experiences, because these students are already successful individuals who feel motivated for a long period of time. In other words, they are already motivated and not likely to go through a process of intense motivation (DMC) in L2. But rather, the students who showed a lower degree of success in the university entrance exam and started the university with no scholarship can subsequently experience a surge of motivation and can feel an intense renewed desire to prove their potential. Thus, their subsequent motivational experiences are more likely to be a DMC. In light of such considerations, the aforementioned three focal EFL learners were recruited for the current study. Details of each of these participants will be presented in the next paragraphs. Pseudonyms are used in order to keep the identities anonymous.

Özlem. Özlem is a 19-year-old EFL learner who completed high-school education in 2018 and started TED University English prep school at the beginning of 2018-2019 academic year. She has been enrolled in the architecture program, but she is studying (at the time of the data collection) at English preparatory school

at elementary level. Before starting the university, she studied at an Anatolian high school in the first two years of her high school education. Then, she completed the last two-year education at a basic high school, during which she did not take any English courses. Besides, she reported that she does not have any abroad experience and she has never taken any special training on learning a foreign language.

In her interviews, Özlem was quite talkative, energetic and appeared talking frankly. She answered every single question as honestly and openly as possible. It also became evident that she has a deep interest towards learning English and learning English is an indispensable part of her life. As hobbies, she enjoys swimming, playing viyolonsel, and drawing.

Deren. Deren is about the same age as Özlem. He is a 18-year-old girl who is majoring at Engineering faculty. She started at TEDU English prep school at the beginning of 2018-2019 fall semesters as an elementary level student and she graduated from an Anatolian high school. She reported that she received an intensive English education during the high school years. On the other hand, she has never been in a foreign country and she did not take any private English learning courses except for English courses offered at the instructional formal setting of the school as part of the curriculum. Similar to Özlem, Deren showed a talkative profile during the interviews. She has long been interested in learning English and her hobbies include playing piano and doing sport.

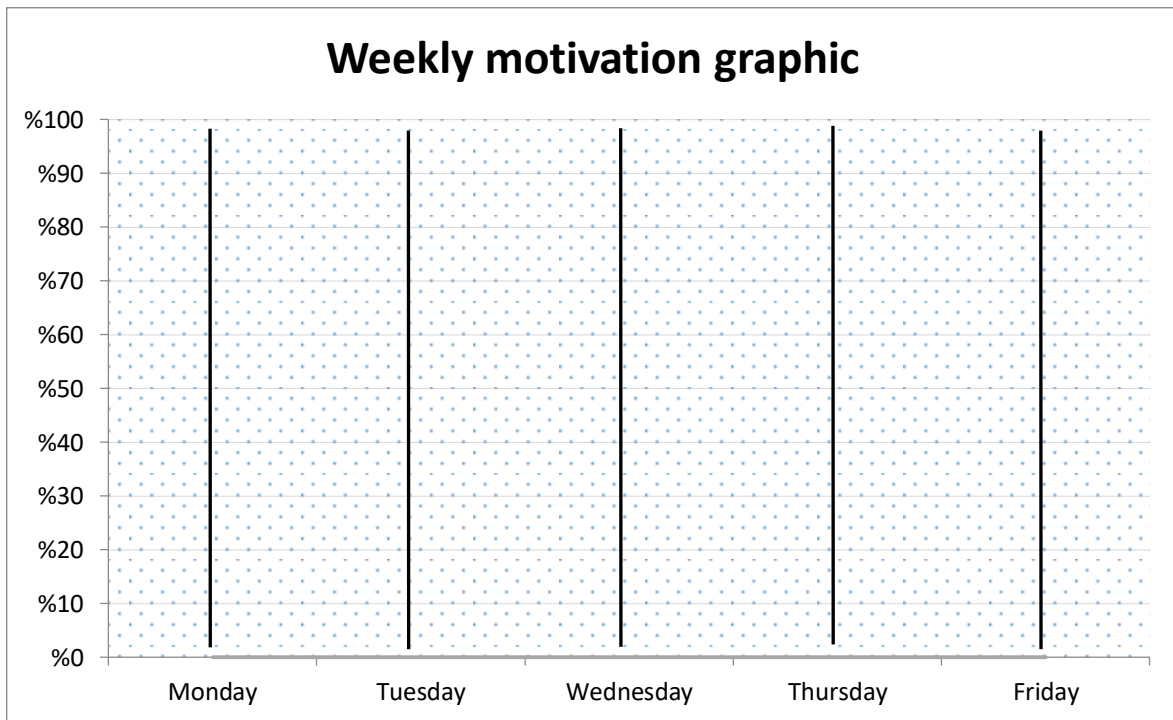
Nizam. The third profile to present is that of Nizam, an elementary-level EFL learner studying at TEDU English prep school as from 2018-2019 academic year. Nizam, like Özlem, is a 19-year-old boy majoring at primary mathematics teaching, but first he is supposed to achieve a satisfactory level of English in prep school. Only after completing the prep school will he be able to start taking departmental courses in his major area. Before starting the university education, he studied in a Anatolian high school. He stated that he did not take any English courses in the last year of the high school. Similar to the case of the previous two participants, Nizam hasn't visited a foreign country before for any purposes and she has never taken any private training for learning an additional language.

During the interviews, he tended to remain silent and he was not as talkative as other participants. It seemed that he likes learning English but his motivational state was not strong enough to be labeled as a DMC. It seems fair to argue that he was going through a DMC-like motivational process. As hobbies, he enjoys reading books, listening to music, and playing piano.

Data collection

Qualitative data for the current study were obtained to address the formulated research questions using a purposive sampling. Prior to data collection, ethical requirements of the current study were met in accordance with the guidelines offered by Graduate School of Educational Sciences of Hacettepe University. After receiving consent from the participants, data collection process was initiated in the early days of March 2019, when the participants were sent an invitation email to attend a series of 5 semi-structured interviews. Meanwhile, they were, once again, informed about the purposes of the study as well as the duration of the data collection. Upon receiving the emails, all the participants agreed on the procedures and the initial phase was completed to go forward with the next steps.

Data for the study came from two major data collection sources: participants' self-plotted motivation graphics and semi-structured individual interviews. The data were collected throughout a five-week period and the interviews were conducted once a week individually, each with an average length of 15 minutes. All the interviews were carried out in Turkish and recorded on tape. The reason behind conducting interviews in Turkish was the participants' limited proficiency in spoken English, which makes it difficult to explain opinions and ideas in details. The first interviews were aimed at understanding if the motivational experiences of the participants include the characteristics of a directed motivational current. Then, two of the participants, Özlem and Deren, were identified as having a fully-fledged DMC experience. On the other hand, the motivational experience of Nizam was found to be DMC-like. A written consent form to participate in the study was signed by all participants in the first interview. After the first interview, the participants were given four different motigraphs to be completed in the following four weeks. The motigraph used is illustrated below:



As shown above, the motigraph is composed of two major parts. The vertical column includes percentages from 0 to 100, which indicates perceived level of motivation, and the bottom of the motigraph presents weekdays. The motigraph was designed to see to what extent the participants feel themselves motivated in these particular days in a week. To this end, the participants were asked to indicate on the motigraph their perceived level of motivation on weekly basis. In doing so, the aim was to identify ebbs and flows in the motivational states of the participants. After the first interview, the participants were given the above motigraph and they were asked to indicate their daily motivation level. They were also informed that they are supposed to bring this weekly self-plotted motivation graphic with them before coming to the next interview. The procedures followed in the next four interviews were as follows:

The following interviews were conducted at the end of each week on fridays with the aim of capturing weeklong motivational experiences of the participants. As noted before, the participants were asked to mark their daily motivation percentages on the motigraph and then bring it to the interviews. In this way, a visual display of participants' weekly motivational trajectories was available in each interview. During the interviews, the aim was to investigate the underlying reasons of fluctuations in the motivational states of the participants observed on the motigraph. Thus, the participants were questioned about why they indicated a particular motivational percentage for a particular day on the motigraphs. In this

regard, the questions addressed during the interviews were as follows: How did you feel yourself this week in terms of motivation and why? Why did you indicate your motivation level as 70% for tuesday? If I ask you to compare the previous week and this week in terms of your motivation, what kinds of differences would you tell? Is there a difference in the level of your motivation? etc. (See Appendix A for the full list of interview questions). As understood, the questions posed were organized with an emphasis on investigating which factors or dynamics exerted influence on the level of motivation of the participants. Meanwhile, the researcher also paid a particular attention to asking questions in a way that they will not canalize participants to a particular response. The same data collection procedure summarized above was carried out four times during a four-week period. In total, 12 interviews were carried out and 12 self-plotted motigraphs were examined.

Given that a directed motivational current may not be easy to be put into words by individuals and that people who are caught up in a motivational current may not even be aware of the operation of such a phenomenon in their lives, the researcher hypothesized that it could be better to facilitate communication during interviews by asking some follow-up questions. In addition to these processes, the researcher did not take notes during interviews so that the participants would not be distracted or feel stressed. Rather, an audio recording tool was used. In an attempt to ensure a comfortable and safe environment for the interviews, other participants were not present in the setting when the interview goes on with one participant. It is hoped that these conditions helped participants to give their responses as honestly and comfortably as possible.

Instruments

As explained above in detail, two major data collection sources were used to gather data for the current study. First of all, self-plotted motivation graphics were administered on weekly basis with an eye toward determining participants' perceived levels of motivation on weekly basis. Gathering data from self-plotted motigraphs provided an opportunity to identify participants' weeklong motivational patterns which show ebbs and flows in the motivational states. The motigraph was designed by the researcher himself (See Appendix A). The second data collection instrument, semi-structured interviews, was aimed at identifying the underlying

reasons of participants' motivation levels as well as exploring the parameters causing fluctuations in participants' motivational trajectories. The table below illustrates which data collection instrument was used for each research question:

Table 1

Data Collection Instruments

Research Questions	Data Collection Instruments
Question 1	Semi-structured interviews
Question 2	Self-plotted motigraphs
Question 3	Semi-structured interviews

Data Analysis

The interview data collected from the focal participants over 5 weeks were examined using qualitative content analysis (Dörnyei, 2007) and thematic analysis (Braun & Clarke, 2006). At the first stage of the analysis, tape recordings of the interviews were written down and translated into English verbatim, which produced a corpus of 13342 words. For the first research question, characteristic features of each participant's DMC experience were identified using qualitative content analysis (Dörnyei, 2007). Then, in order to explore the parameters that caused fluctuations in the participants' perceived level of motivation, the dataset was examined drawing on Braun and Clarke's (2006) six-phase thematic analysis framework with an inductive qualitative coding procedure. By doing so, reported motivational and demotivational factors were put into general defining themes. There is no doubt that any database includes some sort of hidden information which entails a deep interpretation. In this regard, it is reasonable to take advantage of thematic analysis, most notably in that it allows for the examination of both implicit and explicit data (Namey et. al. 2008). Furthermore, thematic analysis can be carried out in deductive and inductive ways (Hayes, 1997), the latter one involves exploring data without having preconceived ideas in mind. It is in this relation that inductive thematic analysis is of great use if there remains little information about the phenomenon under inquiry (Braun & Clarke, 2006). In view

of such considerations and given that no study to date has explored which parameters may lead to fluctuations in DMC-induced motivational trajectories, the present study employed inductive thematic analysis to achieve data-driven findings. The guideline encapsulates six major steps to be followed: Familiarizing yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Braun & Clarke, 2006, p. 87). Based on the proportion agreement method of Miles and Huberman (1984), inter-coder reliability was ensured by requesting an expert researcher to identify codes in the dataset and then compare them to the already determined ones. The aim was to examine if the analyses were carried out systematically and accurately.

Chapter 4

Findings

This chapter will present the findings obtained from the analysis of weekly self-plotted motigraphs and semi-structured interviews. The following subsections will first focus on the characteristic features of participants' DMC experience (RQ1). In doing so, the aim is to show whether the cases presented in the current study reflect the characteristics of a DMC (goal-orientedness, a salient facilitative pathway, and positive emotionality). Such a probe into the participants' DMC profiles will afford the opportunity to explore whether their DMC experiences show similarities or differences compared to typical DMC cases. This will help shed some light on the complex and dynamic nature of the construct. After giving details regarding the three focal DMC stories, visual displays of participants' weekly motivational trajectories will be presented (RQ2), thereby showing fluctuations in the motivational states. What follows will be a detailed account of what caused such temporal changes observed on the motigraphs (RQ3). Finally, this section will be concluded by giving a summary of the findings.

RQ1: What are the characteristic features of the participants' DMC experiences?

The first research question sought to explore the characteristic features of the participants' DMC experience by using content analysis for the examination of the interview data. The following subsections will outline the findings drawn from each motivational case.

The case of Özlem. Interview data revealed that the motivational experience of Özlem has the necessary underlying characteristics of a DMC. In every interview with her, there emerged encouraging findings showing that she is going through an intense motivational process oriented to the achievement of an L2 visionary goal. A strong ambition and desire to advance to a higher level of proficiency in English were evident in her case as from the first interview. Even the first interview question directed to her illustrated to what extent she is interested in developing her competence in English with a genuine commitment. The quoted passage below is the response of Özlem to the first interview question: "Your

teacher defined you as a highly motivated student towards learning English. How do you define your relationship with English?”

“I am a student who is deeply interested in learning a foreign language and this is the case for learning English as well. Cemil Meriç has a saying “I wish all the poems were written in English”. I totally agree with this. In fact, I believe that there does not exist an external factor that is capable of motivating a student. This has to do with being willing and skillful. I think that I am talented and I have the desire to learn English (Interview 1)”.

As the above passage made clear, Özlem’ sympathy for learning English is more than being an ordinary motivational case. But rather, her willingness to put effort into developing competence in English seems to be over and above a normal motivation level. She explicitly stated that engaging in English language learning practices has been of interest to her ever since childhood years. To my surprise, even if her exposure to formal English instruction was relatively limited in the high school, she maintained her endeavor in learning English on her own. As already noted when giving background information about the participants, Özlem did not take any English courses within the last two years of the high school. As one may expect, individual efforts for achieving challenging targets, like learning a new language, often ends up with losing power to proceed further without receiving input, stimulus or environmental cues. With this in mind, Özlem’s ongoing commitment to making progress in improving L2 skills is worthy of high appreciation. As for the starting point of her DMC, it seemed that her motivational intensity reached a sufficient level to be considered as a DMC only after starting English prep school at the university. As implied by the excerpt given below, the most important triggering factor for the launch of Özlem’s DMC was the unique sociocultural dynamics of the university. It became apparent that such an environment provided Özlem a motivational space where she was able to demonstrate how good she is in English:

“Since I started the prep school, my level of confidence has increased and I have, in turn, started to speak English in a more relaxed manner. In the earlier times, I used to say that I am good at English, but the people around

me did not take me seriously. But now, my friends at the university are aware of my competence in English (Interview 1)".

In light of the accounts specified above, it seems plausible to argue that what makes Özlem develop a high degree of self-confidence and a sense of success is the affirmative feedback offered by her immediate environment. It appears that these positive feedbacks, accordingly, acted as a prompter and gave willingness, wisdom and courage to go further. Another notable point is that Özlem seems to treat English as a means of strengthening her social identity and social recognition. The following quoted passage illustrates her answer to the question "How did it feel to be appreciated by other people around you?" What is worthy of note in her answer is that striving for self-actualization appears to be a crucial element in the operation of Özlem's DMC:

"I take great pride in my development. There is nothing more satisfying than this. Although it is only 5 months that I started the prep school, I am now able to use English while talking to my friends. In addition, I am talking to my family in English, even though they do not understand what I am saying. What I feel is that I know something and I am able to demonstrate it. It gives me satisfaction (Interview 1)".

As it is seen, speaking English is an alternative way to fulfill her needs related to self-actualization and the feeling of proving herself is enabling Özlem to experience an increased sense of self-realization. This argument is also in line with the principal features of directed motivational currents. Dörnyei et al. (2016) put forward the claim that there is a unique kind of goal which is capable of inducing directed motivational currents and only a totally embraced goal with personal relevance can provide incentive for the launch of a DMC. This specific goal which is referred to as "a totally embraced goal with personal relevance" defines the requirements of self-concordant goals. Conceptualized by Sheldon and Elliot (1999), self-concordant goals describe goals of utmost importance, the achievement of which is highly crucial for one's personal development. In this sense, based on the premise that people who are going through a DMC process are oriented to the accomplishment of a goal "strongly linked to identities and to a sense of actualizing one's potential", it is reasonable to argue that the self-identity

of Özlem is boosted not only thanks to the positive affirmative feedback she received from the environment, but also thanks to her efforts to show people around her how competent she is in speaking English. Upon receiving such positive comments, Özlem starts to feel that she is able make greater use of her self-capacity and accordingly this perception leads to a sense of well-being, namely positive emotionality. The quoted passages below demonstrate that Özlem is maintaining her DMC-driven L2 learning process without feeling any challenge or boredom:

“Reading books and academic articles are two new practices that I have started to engage in. Sometimes, I have difficulty in understanding sentences but still it gives me pleasure (Interview 2)”.

“From time to time, especially while watching TV series or reading articles, I am not able to comprehend exactly what I am reading or what I am listening to. But still, I recognize some grammar rules and sentence structures. I feel happy in those moments (Interview 2)”

As implied by the anecdotal evidence presented thus far, the most noticeable aspect of Özlem’s visionary goal is to achieve mastery in spoken English. To put it simply, visionary component of Özlem’s DMC experience is to be able to use English successfully for communicative purposes. The interview data provided concrete evidence suggesting that the goal of acquiring L2 speaking skills seems to be the driving force of Özlem’s DMC experience, which is clear from the excerpts below:

“Sometimes, I do not have interest to study for courses and I prefer to watch cartoon films in those times. Or, with the aim of improving my pronunciation in English, I am turning the language of television channels into English. I am aware that when I am talking to a native speaker, she/he will not talk to me like a Turkish person. They will not speak slowly and they will use accent. I am trying to get prepared for this by watching movies or cartoons in English. We need to learn the pronunciation rules first in order to speak a foreign language. Without listening, improving speaking skills is almost impossible (Interview 3)”.

“I totally believe that I will speak like a native speaker in the future. I believe in myself (Interview 3)”

As explained before in detail in the literature review part, after a DMC has been set in motion, individuals begin to engage with new behavioral routines which are carried out in an automatic manner without there being a need for any conscious control. The DMC experience of Özlem also includes the operation of such newly engaged behavioral patterns. However, one point essentially worthy of mentioning is the nature of the activities she deals with. Surprisingly, although pursuing a strong visionary goal oriented to developing proficiency in L2 speaking skills, she does not show interest to formal instructional practices followed in the classroom setting. It seemed that her learning practices are mostly restricted to extracurricular activities carried out beyond the borders of the classroom environment. The following excerpts illustrate the greater reliance of Özlem on out-of-school practices:

“I do not feel willing to complete homework assignments unless someone dictates me to do so. Instead of this, it gives me more pleasure and benefit to engage in watching TV series, listening to music, or sparing time to read books. I dislike assignments on presentation preparation because it takes much time to find out relevant information, you have to comprehend it and you have to write it in Turkish. I know that such practices are beneficial but they make me crazy. In the same way, I feel myself more productive in the class when doing vocabulary practices (Interview 1)”

“During the holiday, I was very happy. I was regularly watching TV series by opening subtitles. I was doing such things. My life was excellent until when the school started again. I do not like school (Interview 4)”

In contrast with the introductory works suggesting that a DMC automatically canalizes learners towards dealing with new behavioral routines, the above given findings seem to imply that there could be a possible link between previous learning practices and DMCs. With this in mind, it appears reasonable to argue that individuals being captured by a motivational current can nevertheless remain committed to perpetuating usual learning habits instead of coming to grip with brand-new behavioral patterns. The rationale behind this preference might be

explained by the fact that although getting limited instruction at the high school, Özlem kept alive her desire to learn English thanks to her own informal efforts in advance of her DMC. That's why, formal learning practices applied in the class as part of instructional teaching process might not have stirred up her interest. This leads us to the implicit conclusion that the usual learning practices maintained for long may subsequently affect how intensively the learners will engage with DMC-related learning practices.

To sum up, the details regarding the motivational experience of Özlem clearly show that she is experiencing an exceptional surge of motivation reflecting the characteristics of a DMC. Her motivational case includes all three central features at the heart of DMCs. It seemed that her DMC has been set in motion officially as from the beginning of English prep school at the university. With respect to goal-orientedness, she aims to develop competence in spoken English. Regarding the operation of a salient facilitative pathway, it became evident that her behavioral routines mostly cover extracurricular learning practices, which is contrary to expectations. Besides, she is completing some of these vision-related extracurricular activities as proximal subgoals on the way. In addition, she is checking her progress through affirmative feedbacks coming from her friends and family. As for positive emotionality, interview data demonstrated that even if she sometimes has difficulty in fully understanding what she is reading, what she is watching or what she is listening to, she still receives a significant degree of pleasure from the completion of out-of-school practices. Let us now move on to examining the DMC profile of Deren.

The Case of Deren. In the same way as Özlem, the basic requirements of a directed motivational current were confirmed in the motivational experience of Deren. According to her self-reported accounts, although she has had a passion as of high school for mastering the skills needed to become proficient in English, she had to put more focus on getting prepared for university entrance exam. Therefore, she could not maintain her interest in achieving a high degree of proficiency in English. As was the case of Özlem, she explicitly stated that she got into a state of intense motivation following her start in English prep school. A future vision pertaining to the ability of speaking English successfully in the social and academic aspects of her life appeared to be the underlying trigger of her

motivational current. What is notable about her DMC-driven goal is that Deren put a particular emphasis on speaking skill when stating her goal of mastering English. In other words, rather than achieving an overall in-depth mastery of English, her L2-related visionary goal is relating to a specific area. In relation to this point, it makes good sense to put forward the idea that although an L2 vision does not relate to all the areas of the target language; it may still be capable of inducing a DMC. The excerpt below illustrates the details of Deren's vision of mastering spoken English:

“Among my dreams that I would like to realize in the future, what is of first priority is to have a trip over the world. But obviously, I am supposed to save money first in order to reach my dream. Another important point is that I need to develop my English, in particular speaking skills, in order to be able to speak with people in the countries that I wish to visit. It makes absolutely no sense to have trip over the world if you are unable to communicate with people living there (Interview 1)”.

The above explanations demonstrate that the rationale behind Deren's motivational current does not stem merely from her motivation to obtain competence with respect to English speaking skills. As understood from her comments, unless she speaks English effectively when talking to people in target countries, she will not enjoy making a trip over the world. One can deduce from this account that Deren regards developing proficiency in English as a prior condition for the achievement of her other social goals. This finding seems to accord with the argument that the goals inducing DMCs may not pertain solely to language learning, but instead may be relating to other subordinate goals “for which learning an L2 was perceived as necessary” (Ibrahim, 2017, p. 29). What's more, the following accounts indicate what importance Deren attaches to learning English for her academic progress:

“I am well aware of the fact that it is of crucial importance to master a language and it goes without saying that English has a special importance because it is spoken on a global basis. Given its significance and due to the requirements of my department, I believe that it is of necessity for me to learn English, in particular speaking skills (Interview 1)”.

“After I graduate from the university, I am interested in going abroad and receiving special training for engineering such as master education. Therefore, the first prerequisite for this is to have a good command of English. My dream is to speak English in a fluent manner (Interview 2)”.

Qualitative data also revealed that the DMC experience of Deren is guided by a facilitative pathway which feeds the development of positive emotionality. During the interviews, it became obvious that Deren is occupied with carrying out DMC-induced behavioral practices and she is checking to what extent she made progress towards her visionary goal by means of progress checkpoints. As can be understood from the excerpt below, she started to engage in newly set behavioral routines driven by the influence of her DMC:

“My closest friend, Bilge, has an African mother. I generally spend time with Bilge at their home, but in nowadays; I am visiting them more frequently than ever before. The reason is that they are using only English to communicate with each other and I also have a chance to practice English while spending time with them (Interview 4)”.

The interview data also showed that Deren is participating in office hours at the university on a regular basis:

“As we will take our final exam next week, we participated in an office hour today after the achievement exam. I believed that it would be beneficial to start studying for the exam in advance (Interview 3)”.

“On Tuesday, we were going to attend a previously arranged office hour session, but it had to be postponed because of an unexpected change in the program. We felt really sad (Interview 4)”.

As exemplified by the following excerpts, nearly all interview sessions conducted with Deren generated evidence for how she is sustaining her motivational progress without experiencing any perceived challenge or difficulty:

“Studying English gives me a great satisfaction and I am filled with eagerness. My willingness does not come from considering learning English

as a responsibility. It is hard to explain. I am feeling very happy every time I complete an activity regarding English (Interview 1)”.

“As a requirement to become eligible to complete prep school, we are assigned online homeworks. These assignments are opened to students in specific time slots. I am always striving to complete assignments right after they become available on the system (Interview 3)”

When it comes to positive emotionality, the following passage provides a striking example concerning the details of how Deren makes progress towards her visionary goal by drawing on the impetus of positive emotionality:

“You can take this as something unreasonable but I receive great pleasure from completing homework assignments. I believe that it is only possible through homeworks to make sense of how much progress has been made. When I become aware that I do not have difficulty in doing my assignments, I feel happy. I am saying that ‘I am on the right direction’ (Interview 3)”.

While commenting on the importance she attributes to learning English, one statement of Deren is worthy of mention in that it explicitly shows the satisfaction emanating from her DMC experience. This finding, given below, corroborates the finding of Dörnyei et al. (2016) who argued that the people under the influence of a motivational current try to explain this exceptional motivational period by using some abstract statements:

“Learning English makes me feel like I have started to live in a different utopic world (Interview 1)”

To put together all the accounts presented so far, it is clear that the motivational experience of Deren reflects the basic characteristics of a directed motivational current. Her vision relates to being able to use spoken English effectively in the social and academic aspects of her life. The operation of a salient facilitative pathway also aids in making progress towards this visionary goal and thus newly set behavioral routines along with vision-related smaller tasks are performed without feeling any difficulty, which in turn promotes the prevalence of positive emotionality in the overall DMC process. One interesting finding emerging from the analysis was that individuals captured by the motivational power of a

DMC may treat their DMC-related goal as a contributor to accomplishing other sociocultural targets. To phrase it differently, having a strong L2 vision does not necessarily mean that it was set in motion just to achieve L2-related outcomes. Rather, it may offer new opportunities to facilitate the progress towards other personal and social objectives as well. Accordingly, exploring the underlying social dynamics of individuals' DMC-led visionary goal may further our knowledge on the dynamic and complex nature of DMCs. Such a probe into the social dynamics of DMCs could be promising to explore new ways to bolster the robustness of DMCs.

The Case of Nizam. As mentioned before when introducing participants, the case of Nizam is totally different from the other two participants in terms of the intensity of his DMC experience. It emerged during the interviews that he is a highly-motivated learner whose motivational experience does not adequately reflect the characteristics of a directed motivational current. Therefore, it would be wrong to consider his motivational experience as a fully-fledged DMC. Instead, using the term "DMC-like" would be more appropriate to define his case, which implies that the motivational case of Nizam displays some features of a DMC while the others are still missing. As already noted in the cases of Özlem and Deren, the time when he started the English prep school was the departure point of Nizam's motivational upsurge. According to interview data, Nizam did not have interest in English courses during the high school years and thus he was unable to receive much benefit from the instructional teaching processes. He reported that he cannot attribute his lack of willingness to learn English to a single reason. He went on to say that not only the negative attitudes of his teachers but also his own negative judgements were the underlying reasons of why high school years were not much productive with respect to increasing L2 learning gains. At this point, one may ask the following question: What magic happened with the beginning of the prep school and his desire to learn English hit the top?

It became clear during the interviews that Nizam does not follow a single particular L2 visionary goal but he has a set of aspirations given as follows: completing the prep school, communicating with native speakers, teaching mathematics by using English as the medium of instruction, learning English for his plan to live abroad, being an English teacher if possible. Looking this multiplicity and diversity of L2-related goals, two points are worthy of mention.

First, it appears that although a single strong L2 visionary goal is not available to trigger a fully-fledged DMC, learning English is an integral part of both his academic and personal life. To illustrate, his desire to complete prep school and then start taking major area courses implies the presence of an underlying instrumental reason that boosts his overall motivation. In other words, he has some practical reasons in mind to put effort into learning English. This argument is worth noting on the grounds that learners experiencing a fully-fledged DMC are expected to engage in learning practices not simply because they would like to accomplish short-term instrumental objectives, but because they have a future long-term goal related to self-actualization needs. In this regard, Nizam's desire to complete prep school as a practical reason to develop competence in English strikingly demonstrates why it would be wrong to define his motivational experience as a complete DMC. The second point worthy of mention is that the future objectives of Nizam mostly address speaking skills and this is in line with the previous two cases. As a reminder, the underlying trigger of both Deren and Özlem's motivational current was their desire to achieve a high degree of proficiency in spoken English. In this regard, the above mentioned objectives of Nizam such as communicating with native speakers, teaching mathematics by using English as the medium of instruction, and learning English for study-abroad plans implicate that speaking skill takes up a great proportion of Nizam's L2 vision.

Taken together, the case of Nizam indicates the operation of a DMC-like motivational experience which shows certain differences compared to the previous two cases. But still, it would be beneficial to present some excerpts from the interviews so that we can shed some light on the ways in which the characteristics of a total DMC and DMC-like experience differ from each other. This might, in turn, may lend important assistance in understanding the motivational patterns as well as motivational dynamics of complete and partial DMC experiences. To start with, the passage below outlines how he defines his relationship with English:

“Before starting the prep school, I had great fears about English. This was the case because there was one common view that almost everyone voices and even a teacher said the same thing “You will end up with huge failure in the prep school if you do not spend enough effort on developing your English”. On that day, when I went to home, I immediately started to study

English but it did not last long. It was over the next day. It was only when I started the prep school that I realized English was not that frightening. The education that I am receiving here is different than that of high school. Here, there is a warmer and more sincere environment (Interview 1)".

The above passage implies that the beginning of the prep school triggered his DMC-like motivational intensity and the main rationale behind this upward motivational momentum was to complete the prep school successfully without having problems. During the interview, Nizam did not provide a particular reason why he considers prep school as a more motivating learning environment compared to high school. Despite this lack of clarity, some statements were still informative in terms of suggesting a few possible reasons. In particular, he repeatedly mentioned about his teachers at the prep school and he noted that they have a positive attitude, which enables him to sustain attention throughout the courses. With this in mind, Nizam's positive feeling towards the teachers in the prep school is one explanation behind his increasing motivational momentum:

"We are lucky to have Serkan (pseudonym) teacher and the other two teachers. They are always supportive of us and they do their best to deal with our problems. They encourage us to visit their offices so that we can ask for help. They have a sincere attitude. They act like our friends. They are teachers, this is their job and that's why they are striving for increasing our knowledge. And thanks to their positive attitude, I feel motivated to listen to the courses attentively. I know that if I lose my interest towards the courses, it would not be that easy to regain this desire. Therefore, I have so far tried to keep my motivation alive and I was able to do so (Interview 1)".

As understood, the attitudes of teachers seem to exert a positive influence on Nizam's motivational progress. In addition, the passage below demonstrates how the learning environment of the prep school changed his learning behaviors to a certain extent. At this point, because a DMC brings along with it newly set behavioral routines, one may attribute such a changing pattern observed in the behaviors of Nizam to the operation of a fully-fledged directed motivational current. However, interview data showed that Nizam's altered behavioral routines are far away from being consistent, permanent, and strong. It became evident that even if

his learning behaviors seem to go through a reformulation phase with the influence of a partial DMC, these newly embraced behavior patterns are still subjected to occasional fluctuations. This finding is not surprising because, as already noted, the motivational experience of Nizam is not that robust to be defined as a complete DMC and thus it is reasonable to observe such relatively weaker behavioral changes distinct from enduring changes emanating from a fully-fledged DMC. The excerpt below is his response to the question “How did this intense motivational period start? When did you start to feel yourself such motivated?” and his response revealed evidence of partial alteration in his behavioral routines:

“My feeling of intense motivation started at the first day of the prep school. In the earlier times, I did not study much at home, but now I listen to the courses here so attentively that I do not feel distracted even one second. Thus, I always keep eye contact with my teacher during the classes. Surprisingly, this makes me stay focused in the course and I am sitting on the front chairs. But today, my motivation was at the lowest level, I sit on the back and played with my mobile phone (Interview 1)”

The last sentence of the above excerpt clearly shows that even if Nizam tends to engage in new set of behavioral routines such as listening to the courses in a more attentive manner, he nevertheless experiences occasional difficulties in maintaining this trend regularly. Another significant detail regarding the DMC-like experience of Nizam is related to his predisposition towards extracurricular practices. As also became evident in the case of Özlem, it emerged from the interviews that Nizam is not considering English as a course to be learned simply and solely in the class. Instead, he reported the following sentence in order to explain in what ways he prefers to develop his proficiency in English:

“I do not treat English as a must course to be mastered at the school but rather I deal with the life-related aspects of English such as listening to or watching something. I think such practices are more enjoyable. On the other hand, I have exams in almost every week. That’s why, I need to repeat the things that I learned in the class (Interview 2)”

As it is clear from the excerpt, Nizam receives more satisfaction and pleasure from out-of-school learning practices. But still, he remains committed to

carrying out school-related responsibilities due to some practical reasons. As already noted before, one of the motivational drives of Nizam's DMC-like motivational experience concerns his ambition to complete prep school without failure, which refers to an instrumental reason. It is in this relation that Nizam still feels a sense of obligation to keep track of formal instructional processes in the class and he would like to maximize his exam grades.

When it comes to positive emotionality, the interview data did not produce much evidence supporting the operation of a strong positive emotional loading. Yet still, there emerged some minor findings that partially indicate the presence of positive emotionality in the motivational experience of Nizam. It should be noted that this positive emotional feeling, similar to his modified behavioral routines, is not consistent and sustainable. In this regard, the interview dialogue below not only shows what kind of practices contribute to Nizam's positive feelings, but also shows that this well-being period is transitory in nature:

“Q: What kind of things do you do to make practice for exams?”

“A: I repeat grammar topics and I generally make readings. I am reading and listening myself. I learn new words. This makes a big difference. This is one of the most important things that motivate me. For example, when the teacher asks the meaning of a word, everyone remains silent. But I know the meaning of the word and tell it. I make eye contact with the teacher at that moment and it gives you a great pleasure. And then, you want to experience the same feeling again”

“Q: How often do you feel yourself in this way?”

“A: I cannot say that I continuously feel in this way, it changes”

Taken together, a close look at Nizam's motivational experience indicated that the intense motivational period he is going through is not strong enough to be called as a fully-fledged DMC. Nizam differs from the previous two cases and his case appears to be a DMC-like experience. He has a wide range of L2 visionary goals but they are not salient. In addition, he has some short-term practical reasons to put effort in learning English. This is something which is not observed in the typical DMC cases. Learners who are going through a total DMC process are in pursuit of long-term goals which are of great personal value and significant

to their self-identity. As already explained, such sorts of goals are classified as self-concordant goals. With this in mind, Nizam suffers from the lack of a single directional objective which is capable of inducing a fully-fledged DMC. In addition, he has a number of newly set learning behaviors which he is unable to follow in a consistent manner. In the same vein, the presence of positive emotionality is not much evident in the case of Nizam, though it is still observable at times. The next subsection will provide visual demonstration of how the motivational states of these three focal learners fluctuated over four week. To this end, the following subheading will provide findings drawn from self-plotted motigraphs.

RQ2: What are the patterns of change in the motivational trajectory of the learners' caught up in a DMC?

In line with the purpose of exploring the dynamic nature DMCs, the second research question sought to present findings regarding the visual representation of participants' weekly motivational patterns. To this end, the researcher drew on self-plotted motigraphs administrated over a four-week period. The next subtitles will present the findings based on each case, following the same order of participants followed in the previous section. First, the graphic of Özlem's motivational trajectory will be displayed which will be followed by that of Deren. Then, this section will conclude by addressing the motivational pattern of Nizam.

The motivational pattern of Özlem. As examined in detail in the previous section, Özlem is going through a robust motivational period and her motivational experience reflects all the hallmark characteristics of a DMC. The accumulated self-plotted motigraphs of Özlem indicated that her motivational states were subject to continuous fluctuations over weeks. Notably, among the three participants, the graphic of Özlem is the most complex, ever-changing, and intricate one. This is a rather unexpected finding in the light of the fact that learners caught up in a fully-fledged DMC, like Özlem, are expected to stay focused on the achievement of a directional purpose with strong concentration and commitment without experiencing a significant breakdown. However, the motivational trajectory of Özlem casts some doubts on this presumption and indicates that the motivational progress in a DMC could still suffer from

considerable ebbs and flows along the way. The figure below illustrates how the perceived motivational states of Özlem underwent major alterations over time:

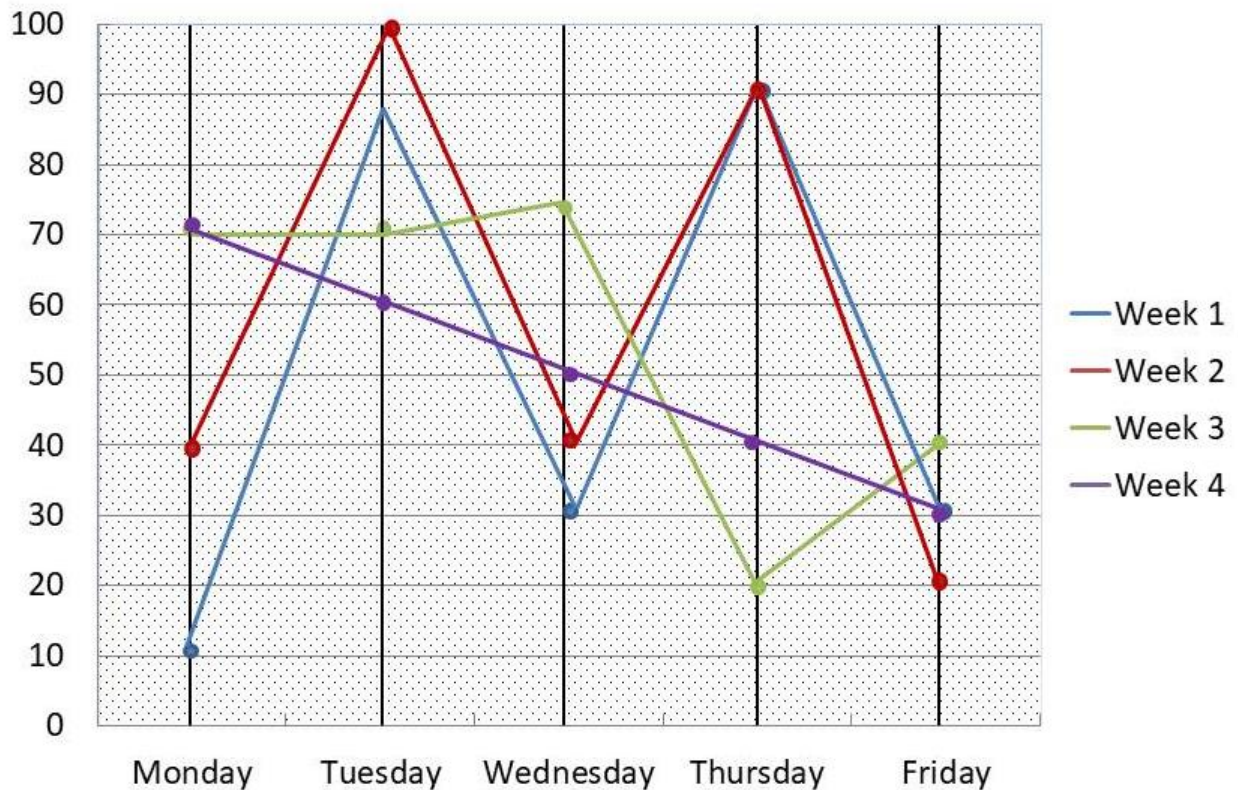


Figure 4. The motivational pattern of Özlem

As can be seen in the graphic above, the most obvious aspect of Özlem's motivational trajectory is the continuous pattern of fluctuations. Interestingly, she was not able to maintain the same level of motivation even two successive days throughout the four-week period and the final state of the motigraph revealed different motivational ranges. Another striking feature is the continual rising movement observed in the rate of perceived motivation on Mondays. The graph shows that there has been a gradual rise in the indicated level of motivation on Mondays as the weeks pass. This clear trend of escalating motivation first started with a percentage of 10% and then moved towards 40%, 70%, and 70%. The lines on the graph also highlight relatively higher levels of motivation on Tuesdays, while the Fridays are notably characterized as having the lowest rating. In terms of weekly motivational states, the week four seems to reveal the most intriguing case in that the rate of motivation showed a steady decline. The week four started with

a 70% level of motivation, but the ensuing days witnessed the following percentages respectively: 60%, 50%, 40% and 30%.

In brief, the overall motivational trajectory of Özlem pointed out the complexity hidden behind her DMC processes. During the interviews, Özlem appeared to make progress toward her speaking-related DMC goal with utmost determination and perseverance. However, the evidence drawn from self-plotted motigraphs revealed some contradictory findings and showed that despite having a salient focused vision, Özlem's perceived levels of motivation showed significant variance with an ever-changing landscape. The underlying causes of such characteristic fluctuations will be examined in the following part where I will delve into details about the main reasons of participants' motivational changes.

The motivational pattern of Deren. Reflecting almost the same features of Özlem's graphic, the motivational current of Deren is oriented towards gaining a high degree of competence in English speaking skills. Personal accounts given during the interviews demonstrated that she is an enthusiastic learner with great dedication and sense of purpose. This being the case, one may expect to see a regular and consistent motivation pattern on the motigraph. In parallel to this reasonable expectation, the graphic indicated that Deren has generally a high level of motivation. In comparison with the case of Özlem, the motivational trajectory of Deren displayed a more stable, consistent, and predictable movement in the course of time. However, the overall visual display seen on the graphic does not still fit in well with the intensity of Deren's motivational current. To put it differently, it is true that Deren's motivational progress were not faced with serious disruptions in general. But still, we could expect from such a learner experiencing a fully-fledged DMC to have a more regular motivational pattern. At this point, however, it should also be noted that we cannot be one-hundred percent sure about the validity of the indicated motivation levels inasmuch as they reflect self-reported information. It is worth considering that the participants mark their motivation level on the graphic with a momentary feeling. Accordingly, the self-plotted motigraphs may not produce fully reliable results and we need to approach the findings with caution. On the other hand, notwithstanding such concerns, the data from the motigraphs lead us to one undeniable conclusion: Even the learners with an exceptionally strong motivational drive experience occasional breakdowns

and displeasure which may result in drop in their perceived level of motivation. The overall motivational pattern of Deren is also supportive of this argument:

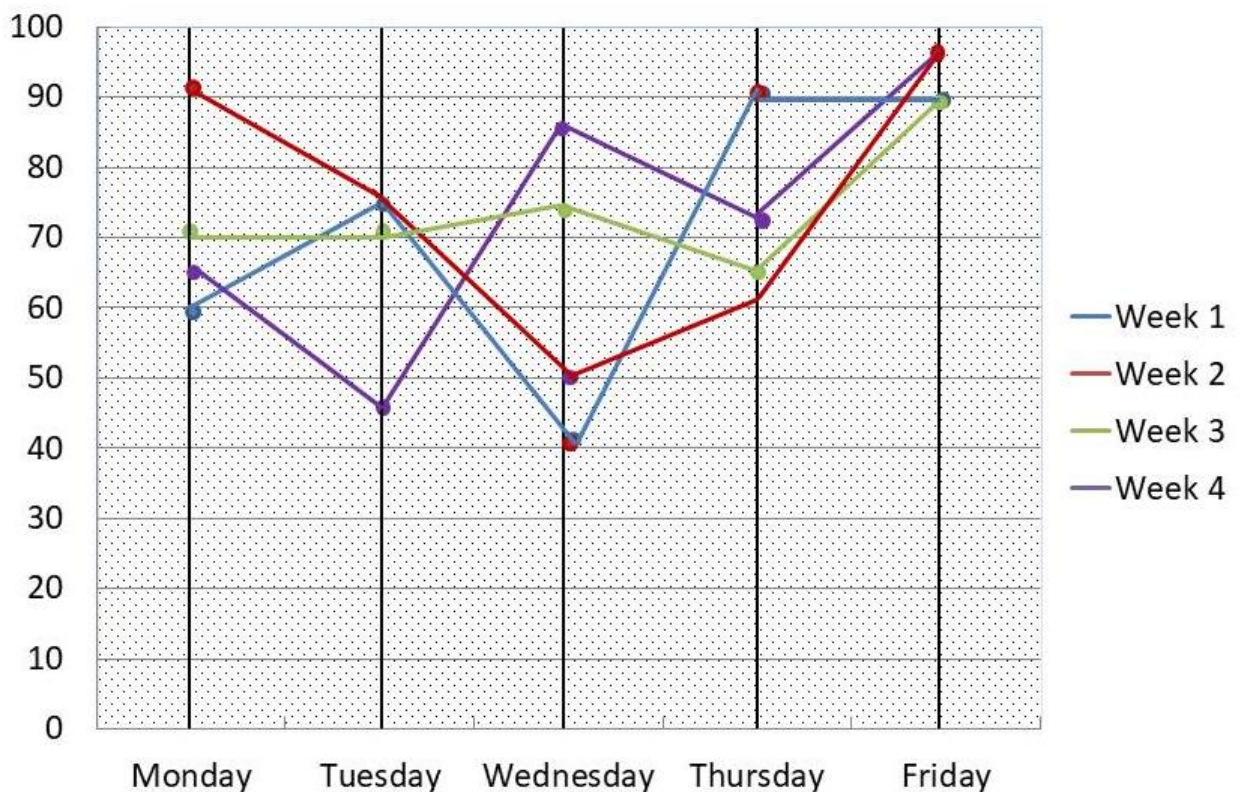


Figure 5. The motivational pattern of Deren

From the motigraph above we can see that Mondays, Thursdays and Fridays come into prominence in terms of the intensity of motivation. In this manner, the mean value of perceived motivation rates on Mondays is 73.75%, while those of Thursdays and Fridays were 72% and 92%, respectively. As a note, it seems that something exceptional occurred at the beginning of week four and thus the motivation rate reached up to 90%. Another significant finding is the gradual increase identified in the rate of motivation on Wednesdays. The graphic shows that while the motivation percentage is slightly over 40% on the first Wednesday, the following weeks, namely the next Wednesdays, are faced with an upward trend in the rate of motivation with 50%, 75%, 85% percentages. The underlying causes of these unusual increases will be explored in the following subsection. Moreover, it will also be interesting to shed light on which factors paved the way for such a consistent pattern of high motivation on Fridays.

To sum up, it became evident that the motivational trajectory of Deren in general has some intriguing and surprising aspects, even if it is not as complex and confusing as that of Özlem. The overall perceived motivational states of Deren were above average in terms of motivational intensity except for some specific days such as Tuesdays. A more comprehensive analysis of the motigraph will be offered subsequently.

The motivational pattern of Nizam. Differing from the previous two DMC cases, the motivational experience of Nizam was lacking some features of a DMC and therefore this kind of motivation was regarded as being DMC-like, which refers to the fact that he is not totally but partially under the influence of a DMC. With this point in mind, a close look at Nizam’s self-plotted motigraph will offer an insightful analysis of the ways in which learners with a fully-fledged DMC and partial DMC differ from each other or show parallelism in terms of their perceived level of motivation:

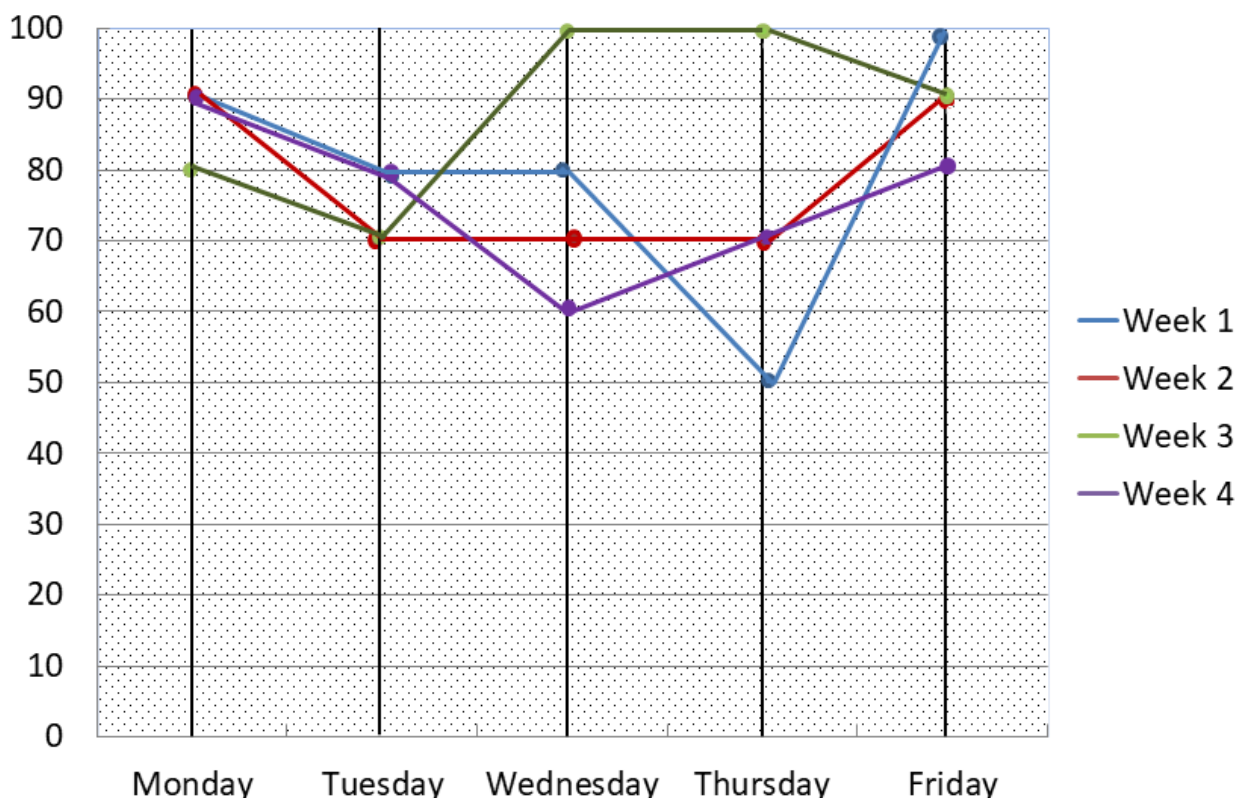


Figure 6. The motivational pattern of Nizam

Notably, the data drawn from the motigraph produced some interesting results. First and most importantly, it became obvious that although Nizam's L2 visionary goal is not strong enough to trigger a complete DMC, his perceived levels of motivation were higher than the other two DMC cases, which is quite interesting. Normally, the terms DMCs and DMC-like imply that the individuals caught up in DMCs have relatively high level of motivation compared to those who are going through a DMC-like process. However, the motivation graphic of Nizam challenges this view by suggesting the opposite. A few possible explanations could be offered in an attempt to account for this intriguing result. In this regard, it seems fair to argue that moving toward a DMC-led L2-visionary goal in the course of time has nothing to do with the feeling of a high degree of motivation. Instead, being devoted and committed to your directional objective might be enough to make motivational progress. It could also be possibly argued that experiencing a motivational current, like the case of Özlem and Deren, does not necessarily lead to having more levels of motivation compared to others who are DMC-like or simply highly-motivated.

Looking at the motigraph above, it is clear that Mondays, Tuesdays and Fridays are in a different position with respect to having a high degree of motivation. To start with Mondays, the graphic indicates that the motivation rate did not go below 80% and the mean value of the four-week is 87.5%. When it comes to Tuesdays, the motivation percentage ranged from 80% to 70% with a 75% average. And finally, the case of Fridays was similar to the case of Deren. As a reminder, the motivation graphic of Deren demonstrated that she has the highest degree of motivation on Fridays with 92.5% mean value. In parallel to this, the motivation rate of Nizam in Fridays ranged from 80%, 90%, and 100%. In addition, Wednesdays and Thursdays showed the greatest motivational variance ranging from 50% to 100%. What is noticeable on the graphic is that the week four witnessed an exceptional case on Wednesday and Thursdays. Interestingly, the perceived motivation rates were at the top in these days with 100%.

Overall, the results coming from the motivation graphic of Nizam raised some intriguing questions regarding the differences between DMC and DMC-like learners with respect to their perceived level of motivation. On the one hand, the interview data demonstrated that Nizam's motivational experience is not intense

enough to be classified as a DMC. On the other hand, among the three self-plotted motigraphs, the graphic of Nizam displayed the highest degree of motivation in general, which is something unexpected. This finding could tentatively lead us to the conclusion that the robustness of a DMC may not be accurately measured via self-reported accounts.

RQ3: Which parameters cause fluctuations in learners' DMC-induced motivational trajectory?

The previous subsection displayed the visual representations of participants' weekly motivational states with a focus on highlighting ebbs and flows in the graphics. Now, it is time to explore the underlying reasons of such fluctuations observed in the graphic of participants' perceived motivational states. To this end, weekly motivational experiences will be examined in details.

The case of Özlem. The self-plotted motigraphs of Özlem demonstrated that her perceived motivational states fluctuated over weeks in significant ways. As noted before, the final view of Özlem's motigraph is much more complex in comparison with the other two participants. Let us now look at what kinds of parameters influenced Özlem's overall motivational states on weekly basis.

Week 1 and Week 2: Motivation graphic of Özlem showed that the first week and the second week was quite changeable in terms of her motivational states. In addition, the underlying causes of fluctuations were found to be the same in these weeks and thus findings regarding week 1 and week 2 will be presented together. Surprisingly, what is seen on the graphic for the first two weeks is a total zigzag pattern. On Mondays, the range of the perceived motivational level was between 10% and 40%. On Tuesdays, the overall rate changed between 90% and 100%. As for Wednesdays, the motivation percentages ranged between 35% and 40%. When it comes to Thursdays, both week one and week two was noted as 90% in terms of the intensity of motivation. And finally, the levels of perceived motivation on Fridays did not exceed 30%. Given these differing percentages, it pretty much goes without saying that there should be some significant parameters that caused such a great variance among weekdays in terms of the level of motivation. The figure below illustrates the motivational influences of Özlem in week 1 and week 2:

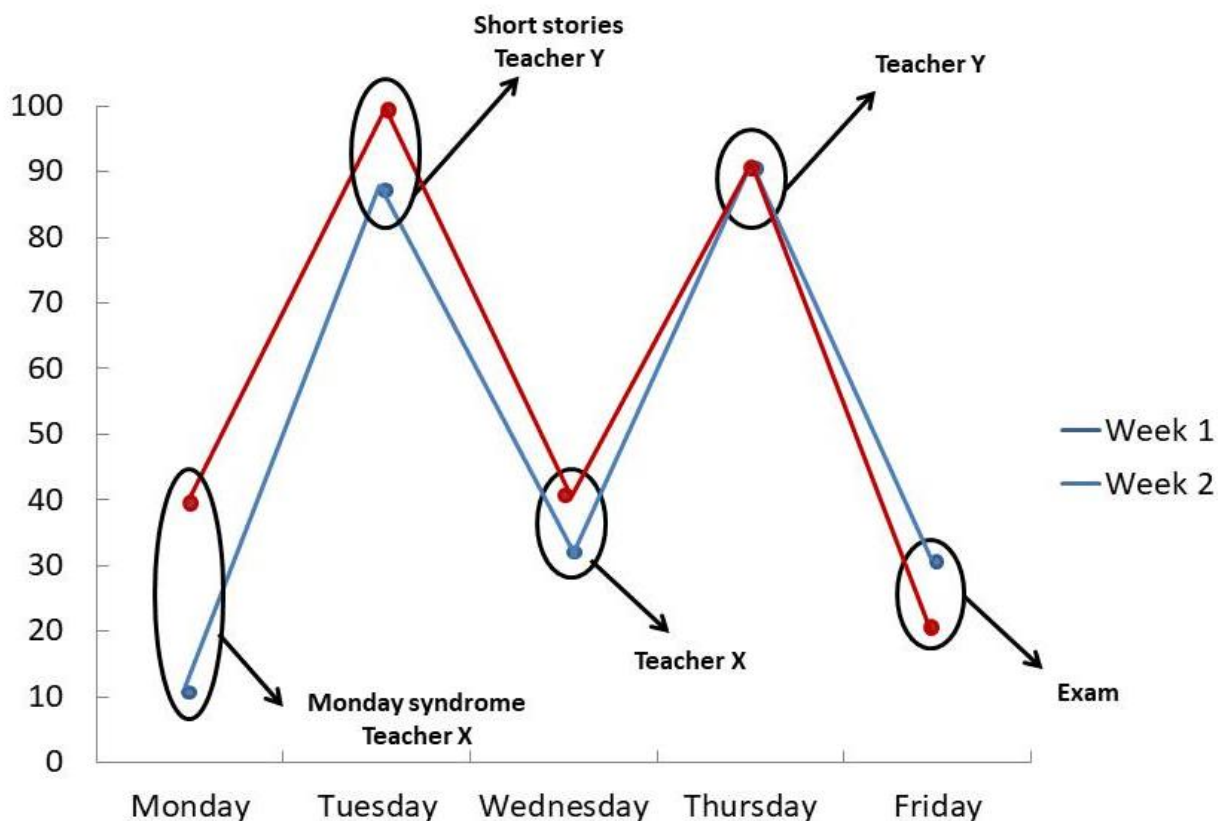


Figure 7: Motivational dynamics in Özlem’s motigraph: Week 1 and Week 2

As explained before, each class at TED University English prep school has three different instructors, each responsible for teaching at a particular day. It emerged from the interviews that Özlem’s positive and negative attitudes towards two instructors affected her motivational states in significant ways while her perspective appeared to be neutral about the third instructor. Coded as Teacher X and Teacher Y on the graphic in order to ensure anonymity, it was revealed that Özlem is not able to concentrate on the classes instructed by Teacher X while she is full of admiration for the Teacher Y and thus feels motivated in his/her classes. In addition to her differing views regarding teachers, Özlem attributed her lack of motivation also to typical Monday syndrome. The passages below demonstrate the reasons behind Özlem’s lack of motivation on Mondays:

“Q: When we look at your motivation graphic, we see that you indicated your motivation level as 40% for Monday. Can you explain why?”

“A: First of all, Monday syndrome. It is not easy to come to school on Mondays. Second, we had classes with **Teacher X**, I really cannot stand his/her classes”.

“Q: Why, can you please explain the reason?”

“A: The problem is about the ways how she teaches. I think she doesn’t know how to teach a lesson. For example, she is doing an activity but it is not clear. Everything is complex and complicated, I do not understand it. When I miss his/her instructions, then I become disinterested in the course. Then, I think on myself: I will not perform well in listening and speaking”

“Q: You mean you did not understand the activity, right?”

“A: How can I understand the activity when I do not understand anything she says? In general, the words we covered in listening-speaking class are asked in the exam. But every word we did not cover with **Teacher Y** is missing”

From the excerpts above, it is clear that Özlem is having some problems in comprehending the instructions of Teacher X and this lack of clarity is discouraging her from spending effort to learn in the class. On the other hand, she reported that she is getting more learning benefit from the classes offered by Teacher Y. In commenting on her high motivation in Thursday on the second week, she simply said that “because our class was with Teacher Y”. She went on to say that “her class was so appealing that everyone in the class listened to him/her with utmost attention. Normally, I am suffering from attention deficit but I do not feel so in the class of Teacher Y”. The passage below is the comparison between Teacher X and Teacher Y, from the point of view of Özlem:

“I think Teacher Y is more competent than Teacher X. In terms of English, I believe that Teacher Y is able to communicate with students better. Teacher X is trying to be friendly, but Teacher Y is very competent in English. For example, one day our computer in the class did not work. So, visual content was missing, but Teacher Y found a solution immediately. She/he gave us photocopies (Özlem, Interview 2)”

Looking at the figure above, it is seen that the high degree of motivation on Tuesdays is also explained by practicing short stories. As emphasized before, the most prominent aspect of Özlem's DMC-induced motivational experience was her tendency in favor of engaging with extracurricular activities. In line with this, Özge stated that she placed an order to buy short story books and she associated her high degree of motivation on Tuesday with the arrival of her order:

“Q: How could you explain your high motivation on Tuesday?”

“A: I did not come to school on Tuesday but still I practiced English. I asked my friends what they covered in the class. For English practice, I started reading my stories, fifty short stories. I felt myself happy when I read these stories. I saw that I am able to understand English (Özlem, Interview 1)”

In addition to these factors, it was also revealed that exam pressure has a demotivating impact on the overall motivational progress of Özlem. Students who are studying at TEDU prep school are supposed to receive sufficient grades from the achievement exams administrated at regular intervals so that they can obtain necessary score to complete prep school or advance to a higher level of proficiency. With is in mind, the findings showed that although Özlem has a strong L2 visionary goal oriented to developing competence in spoken English, she loses all her enthusiasm, commitment and concentration when she is supposed to study for the exams. As seen on the graphic above, Fridays are mostly characterized by a low level of motivation. The rationale behind this condition could be that achievement exams are conducted on Fridays regularly. The quoted passage below is a good example of how discouraging it is for Özlem to study for exams:

“Today, my motivation is low because we had an exam. Exams make me nervous in general. I am doing good work during the classes but the exams are different. I feel the anxiety of failure. I wish we had no exams (Özlem, Interview 1)”

Similar to the case in week one and week two, Fridays in the other weeks were also identified with low motivation, mostly because of the role of exams. Let us now continue with exploring the motivational influences of week 3 and week 4.

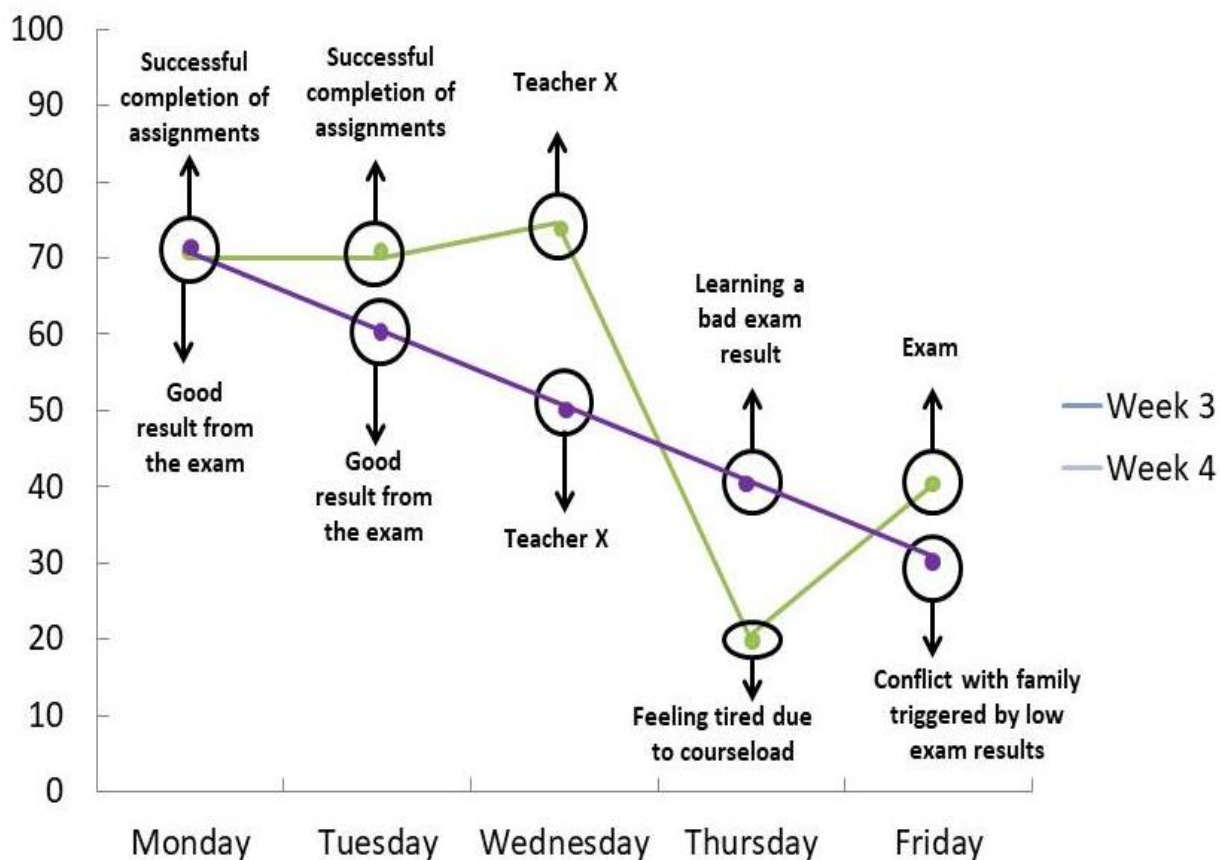


Figure 8: Motivational dynamics in Özlem's motigraph: Week 3 and Week 4

Week 3. It is clear from the graphic above that although the numerical value of Özlem's motivational state is around 70% on Monday, the percentage then started to decrease consistently until the end of the week. According to interview data, the underlying reason for the flourishing of high motivation on Monday was having a good writing exam experience. Özlem explained this positive feeling in the following words:

“We had a writing exam on Monday and it was good. It is in this relation that I felt myself good. I saw that I am able to write well and this made me happy. I was able to build beautiful sentences and I thought that I am making progress. I felt myself really bad after the previous writing exam, I was saying that I will at most get 2 out of 10, but the recent exam was okay. My motivation was high on Monday and tuesday thanks to the impact of this (Özlem, Interview 4)”

Meanwhile, the passage above was the response of Özlem to the following question: “How could you explain your 70% motivation on Monday?” Then, the next day, Wednesday, was faced with a slight decrease in the rate of motivation and the reason for this, as noted before, was Özlem’s negative attitude towards Teacher X. In addition to this, the passage below accounts for how the motivational state of Özlem on Thursday was affected by learning a bad exam result:

“On Thursday, I learned the result of my achievement exam and I was down. I got 59.5 out of 100. I felt sad because I was sure about my answers. I was shocked. Therefore, my motivation was not high at that day (Özlem, Interview 4)”

Finally, at the end of the week, Özlem experienced conflict with her family because of her low exam results. She stated that her mother does not believe that she will be able to complete the prep school successfully. Özlem went on to say that she felt demotivated because of the negative comment of her mother.

Week 4. When we look at the motivation line of week four, it is evident that the rate of motivation in the first three days of the week was high whereas the remaining two days witnessed a motivational breakdown. Özlem did not have to come to school at the beginning of the week because it was holiday. She reported that she completed online assignments during the holiday and she performed well, which in turn boosted her motivation. Then, Wednesday was the beginning of the school after the holiday and her level of motivation was almost similar to the previous days with a slight increase. Interestingly, although Özlem stated that Wednesday did not go well because of the class of Teacher X, she still indicated her perceived motivation level as higher than the previous two days. The most notable detail of the fourth week is that motivation level suddenly decreased up to 20% on Thursday. Özlem attributed this sudden motivational decrease to heavy course load, which led her to feel tired:

“Thursday... aww... we are trying to complete the book and that’s why we are going too fast. This made me tired (Özlem, Interview 5)”

As a typical Friday case, the rate of Özlem’s motivation was low at the end of the week and the reason for this was again related to the exams. She reported

that her exam did not go well and most probably she will get a low score. Due to such concerns, her motivation level was below average.

The case of Deren. As noted before, the motivation graphic of Deren did not display a pattern as complex as that of Özlem. However, some fluctuation patterns with ebbs and flows are still observable on her motivational trajectory. The below passages will explain week by week which factors were responsible for creating such temporal changes. First of all, the figure given below outlines the motivational dynamics of the first two weeks:

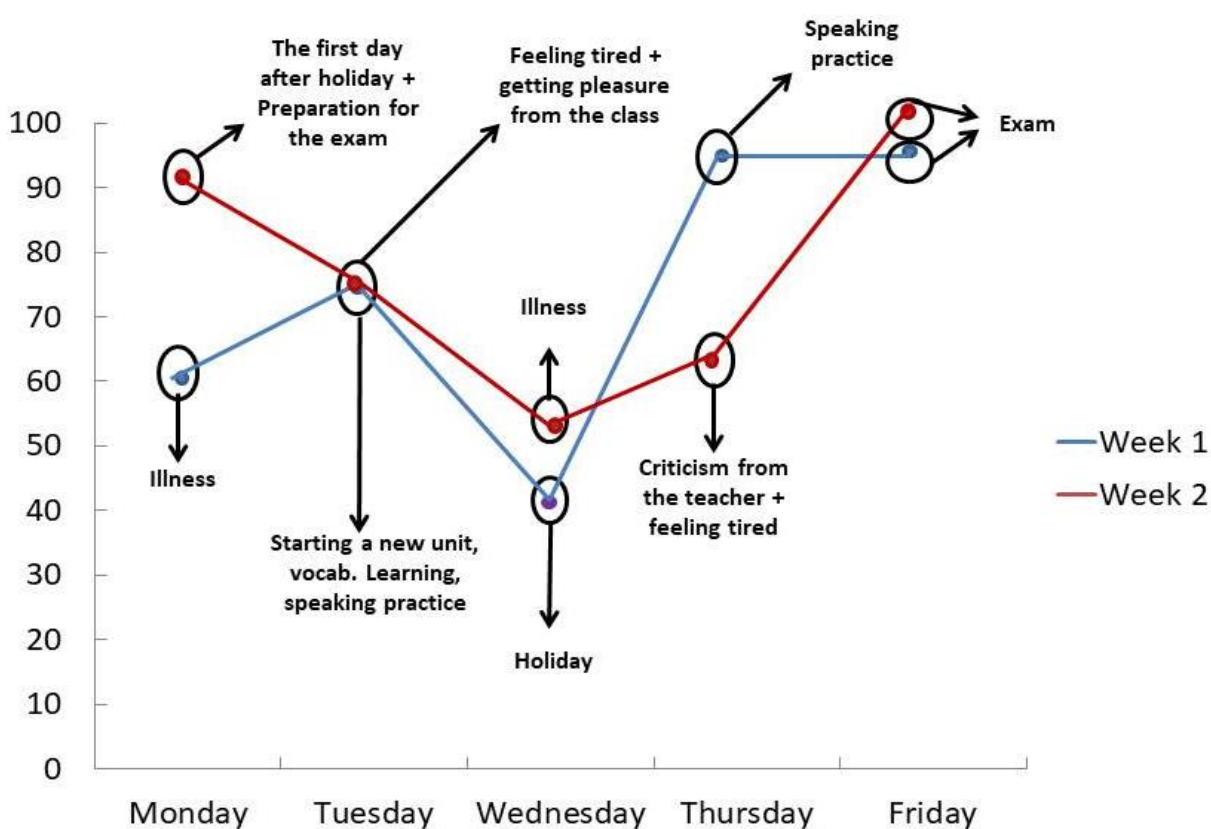


Figure 9: Motivational dynamics in Deren’s motigraph: Week 1 and Week 2

Week 1 and Week 2. To start with the first week, it emerged from the interviews that physical health conditions played a demotivating role in the motivational trajectory of Deren. Her perceived motivation level was slightly above average on Monday and she accounted for this percentage with a specific medical condition. For the following day, namely for Tuesday, starting to cover a new unit was reported to be the underlying reason for the increase in the rate of motivation. As a matter of fact, what enhanced the motivation of Deren on tuesday was not

the new unit itself or it has nothing to do with the content of the unit. In commenting on the actual reason behind, she reported that starting a new unit means learning new vocabulary and she likes learning new words a lot. She also explained that they repeated words in the class through a collaborative game which requires them to work in pairs and exchange ideas by speaking. As noted by Deren, she likes such sort of activities in the form of games and based on speaking. When it comes to Wednesday, an interesting finding emerged from the data is that although she was at home the whole day due to official holiday, she indicated her perceived level of motivation below average (40%). What is worthy of note is that days of rests are reasonably expected to renew the focus and concentration of people. But in the case of Deren, it became obvious that she feels a lack of opportunity for L2 learning during holidays. When we look at Thursday, similar to the tendency observed on Tuesday, the main cause of a sharp surge in the rate of motivation was attributed to engaging with speaking practice. As for Friday, one significant point to be addressed is the positive motivational impact of exams. Given the fact that the presence of exams played a decisive role in undermining the overall motivational progress of Özlem, It worked the opposite way round in the case of Deren. The findings showed that exam pressure made a positive contribution to the motivational state of Deren. In this regard, the perceptions of Deren and Özlem towards exams were totally different from each other.

The motigraph shows that the week two started with a high level of motivation and the underlying reason behind this was twofold: First, relatively high percentage of motivation on Monday was simply because it was the first school day after returning from the weekend; and the second reason was the feeling of willingness to study for a following exam. The quoted passage below summarizes the overall motivational profile of Monday in the words of Deren:

“On Monday, after passing the weekend, my willingness to study and come to the school hit the top. In addition, as we have an exam this week, we started to go to library as from Monday. The classes on Monday were also comfortable; my level of toleration was high as it was the beginning of the week (Deren, Interview 3)”

When it comes to Tuesday, even if a decrease was observed, the rate of motivation was still high (72%) and Deren associated this downward movement mainly with the feeling of tiredness caused by heavy course load. Notably, she went on to say that despite suffering from a tight schedule, she still got pleasure from the classes:

“I have a relatively low motivation rate which is around 75% on Tuesday because I had a hard day. Moreover, we had a homework assignment from the previous day thus we came to library with my friend. We were at school until 8 PM to complete our assignment. Thus, we run out of steam at the end of the day, but still the classes went with pleasure. In general, the classes are going fast with pleasure (Deren, Interview 3)”

This finding is significant in terms of showing the intensity of Deren’s motivational current. It became obvious that despite having an intense feeling of fatigue, this did not lead to any loss of interest to focus on and receive pleasure from in-class practices. In addition, as shown on the graphic, the motivational state of Deren was faced with a marked decrease on Wednesday, which emanates from a negative medical condition. According to her reports, she was not able to come to school due to her illness and she was at home throughout the day. On the other hand, what is interesting to note is that Deren was still busy with completing English-related activities at home and her medical state did not dissuade her from doing to do so. But even more interesting is that in spite of engaging with English-related practices, Deren did not indicate her perceived motivation level as high:

“I was not able to come to school on Wednesday and thus my level of motivation was low, around 50%. I was not energetic and willing. But still, I made practice for English such as completing homework assignments. Even if I do not come to school, I spend almost 90% of my days for English (Deren, Interview 3)”.

This finding deserves close attention in particular because it somehow challenges the feasibility of motigraphs in our attempt to identify perceived motivational states. It became evident that even if a particular L2 learner has necessary motivation to deal with L2 learning practices, she/he might nevertheless indicate a low level of motivation on the motigraph by taking into consideration

other parameters such as medical conditions. In other words, the graphical display of motigraphs may not be a true representative of perceived L2 motivation rate, but instead the graphic is likely to be created based on other external difficulties posing potential threats to maintaining L2 motivation. These so-called external difficulties might be in the form of illnesses or absence from the school.

As for the case on Thursday, the perceived motivation level of Deren increased a bit in comparison with the previous day, but it was still around 60%. When asked to elaborate on the rationale behind, Deren made reference to heavy course load and some sort of criticism voiced by her teacher:

“I felt myself a bit bored on Thursday. Indeed, my level of energy decreased in the last two class hours on Thursday because our teacher made criticism to the class. She/he did not address a specific student in the class, she/he addressed the whole class but I think everyone took it personally. The teacher said we do not struggle enough; we do not study much etc. Of course, this made us upset. In addition, we had an office-hour session on Thursday. The office-hour session started just after the regular classes finished and it lasted 2 hours. Normally, it does not last that long. In brief, I had a hard day on Thursday (Duygu, Interview 3)”

Just as the case observed at the end of week 1, the motivation level of Deren was also at peak at the end of week 2 and the main cause of such a high level of motivation was her willingness to get prepared for the exam. She noted that “Today, I feel a bit excited, the whole class was extra motivated. Indeed, this should be the case because we have an exam to take and we need to listen to the teacher with utmost attention”.

Week 3 and Week 4: Motivational states and the underlying motivational dynamics in these weeks were not so much different when compared to previous weeks and the reported causes of fluctuations were almost the same with a few exceptions. In line with what is observed earlier, the presence of exams exerted a positive motivational impact on the overall motivational state of Deren while challenges, difficulties, and obstacles associated with exams led to a downward movement in her motivational trajectory. In addition, non-school days were again characterized with a relative low level of motivation. The most notable finding was

that the lack of energy and concentration of other class mates were reported to be a demotivating factor. The totality of these motivational dynamics of week 3 and week 4 are displayed below on the figure:

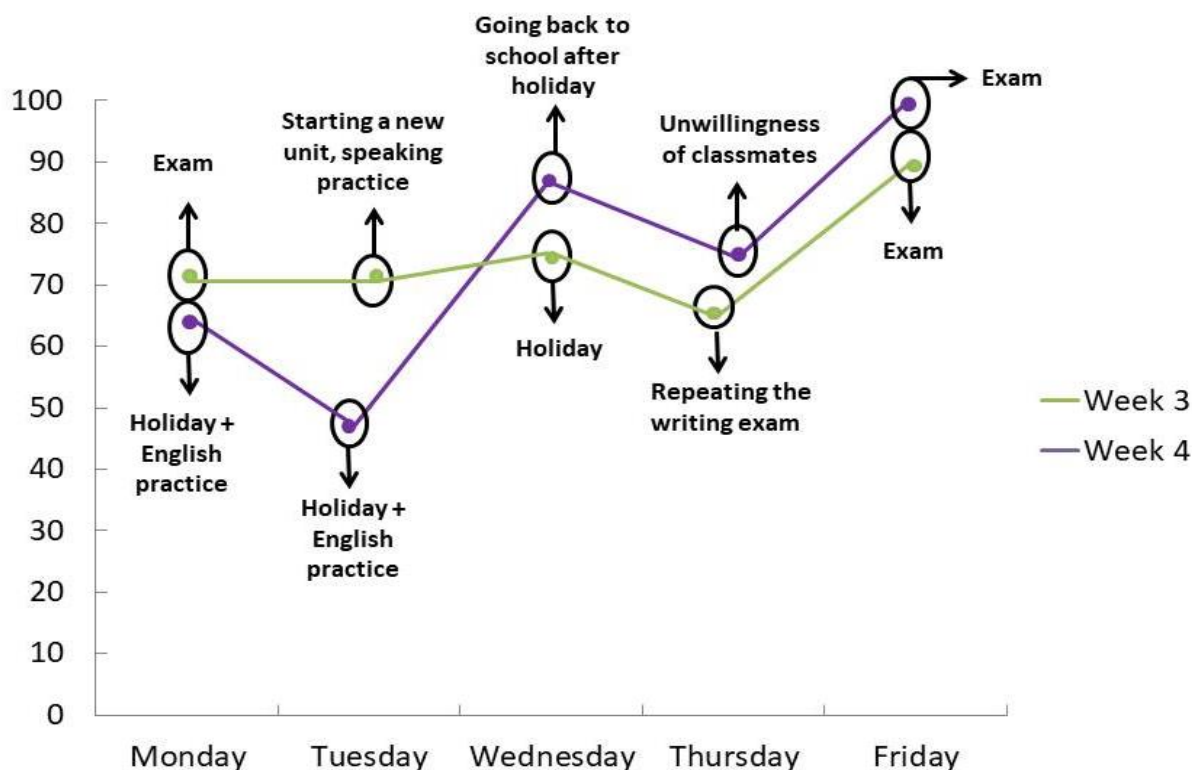


Figure 10: Motivational dynamics in Deren's motigraph: Week 3 and Week 4

As seen, the week 3 started with a satisfactorily high level of motivation and the underlying reason was rooted in the presence of a writing exam:

“This week was a bit different. I felt a bit sick but still I did my best to feel motivated on Monday because we had a writing exam. That’s why, I was thinking about what I should do, what kind of practices I can make etc. On Monday, we had a class in the morning and then we took the writing exam. I did well in the exam, despite feeling sick (Deren, Interview 5)”

The graphic above shows that the following day, Tuesday, was faced with a slightly higher level of motivation and it was because of starting a new unit. This finding is in agreement with what is reported in week 1:

“We did a lot of activities on Tuesday. We started a new unit and thus we learned new words. The teacher gave time for that. We made speaking

practice in pairs and talked to each other about the meaning of words or about where these words can be used (Deren, Interview 4)”

Arguably, two main explanations could be presented in order to account for this tendency. First, the finding seems to suggest that learners caught up in a DMC are in search of novelty with respect to course content and this bolsters the productivity of their motivational current. Second, given that Deren repeatedly made reference to vocabulary and speaking practice in order to explain the offerings of a new unit, it is possible that motivational value of new units has nothing to do with novelty. Instead, it is motivating simply because it means vocabulary practice and speaking practice. These arguments will be examined in detail in the discussion part.

The level of motivation on Wednesday was related to typical holiday case and the following day was again faced with a decrease because of an exam-related problem. According to the accounts of Deren, learning the cancellation of writing exam was the main cause of this:

“On Thursday, we learned that our writing exam has been cancelled and it will be done later. We talked about this in the class. I felt sad because I had written a well-organized essay and most probably I would get a high a score. But it was cancelled due to some sort of cheating identified in the exam. Therefore, I felt demoralized (Deren, Interview 5)”

When it comes to week 4, the first two days of the week were free due to official holiday and Deren reported that she was at home and completed online assignments. The quoted passage below is her response to the following question: “It was holiday but you still worked on your homework assignments. How did it feel?”

“Actually, I do not consider homeworks as homeworks. I say that I am at home, I am free and now I can practice English through completing homeworks. I do not lose anything if I spare one or two hours in a day for English. When I do something related to English, I do not see such things as an obligation. Even if I was resting on the bed, I repeated the words that we covered in the class (Deren, Interview 4)”

A sharp surge in the rate of motivation on Wednesday was simply because it was the first school day after holiday. Deren commented on the reason behind her high motivation by saying that “on Wednesday, I said it is enough, we are having holiday for 4 days. I missed the school during the holiday, I felt bored at home. At least, when I come to the school, we are taking classes, making practice etc. My level of tolerance was high on Wednesday as I missed the school (Duygu, Interview 5).

As for Thursday, feeling demotivated because of the unwillingness of other classmates was a new motivational dynamic identified in the DMC experience of Deren. She reported that other classmates are not dedicated and enthusiastic in general and thus she would prefer to be in another class. This finding implies that group-related dynamics in the classroom and the sociocultural relations among students may decrease the robustness of a DMC.

The case of Nizam. It emerged that his perceived level of motivation is typically high both on Mondays and Fridays. Just as the case of Deren, the reason behind Nizam’s high motivation on Fridays was the positive motivational impact of the exams. On the other hand, he did not report any specific L2-related reason to explain the case for Monday and simply said that trying to feel motivated on Mondays is a kind of ritual for him. The below graphic outlines the motivational dynamics of Nizam’s motivational trajectory in week 1 and week 2:

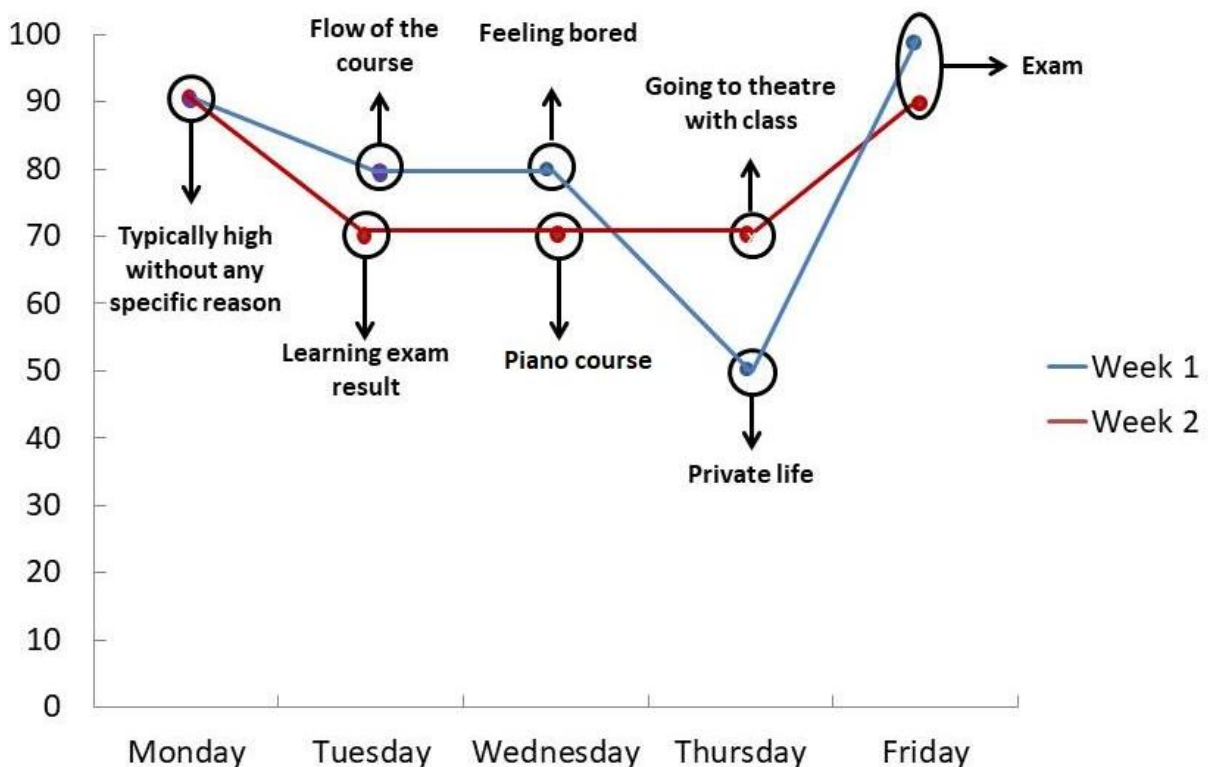


Figure 11: Motivational dynamics in Nizam's motigraph: Week 1 and Week 2

Week 1 and Week 2: In terms of motivational dynamics, the case of Nizam revealed some similarities and differences considering the previous two cases. In order to account for his level of motivation on Monday in week 1, Nizam used the following words:

“As always, I was conditioned on Monday to make a good beginning for the week and thus I had high motivation. I entered the class in the morning as a motivated student. Mondays have a specific meaning for me in general as it marks the first day of the week. In addition, in the early stages of the prep school, one of our teachers said that Mondays have priority. Since then, I am starting the week with high motivation under the influence of this saying (Nizam, Interview 2)”

As understood from the accounts above, having high level of motivation on Mondays is one the behavioral routines of Nizam and the reason has nothing to do with L2 learning. As for Tuesday, it was found that Nizam was not satisfied with the organization of the teaching process and this in turn led to a slight decrease in the rate of his motivation. The following passage is his answer to the question “We see a decrease in your motivation on Tuesday, how could you explain it?”

“Yes, it is true that it is low. I realized in the second hour that I am bored. I think it was because of the class. I identified the reason as follows: The class was lack of an organization. Normally, we start the class, open the book, and proceed in a unit. But in that class, we did not set a final point to reach and we did not say that we will start from here and go there. Then, the class turned into be slow and it was noisy. I could not focus on the class first, but then I was able to do so (Nizam, Interview 2)”

On Wednesday, the rate of motivation was the same with the previous day and Nizam said that he felt a bit bored:

“We did a writing practice; I think it was boring because of that. The activity itself was not boring but the time given was limited. It makes me bored, stressed and demotivated to set a time limit for writing activities (Nizam, Interview 2)”

As seen on the graphic, the rate of motivation of Nizam on Thursday was faced with a sharp decrease and it was around 50%. When asked to elaborate on this, he said that they as a class learned a family-related problem of one of their friends:

“Actually, today, morning part was good and everyone gave presentation in the afternoon. It was quite pleasurable. The main cause of my low motivation on that day was related to one of my friends. It was something private. Except for this, my motivation could have been better. I learned that we should not prejudge people (Nizam, Interview 2)”.

The overall motivational state of Nizam was very high in general on Fridays because of the positive influence of exams. When it comes to week 2, it emerged from the interviews that Mondays and Fridays were again characterized by an intense motivation. What is worthy of noting was the motivational dynamic of week 2. Nizam explained that he learned one of his exam results and it made a demotivating impact on his overall motivational trajectory:

“My level of motivation was low on Tuesday and it was because of the influence of exams. My exam had not gone well, my score was not that low, but still it was the main reason behind why my motivation percentage decreased. I could not concentrate on the class because of the influence of exam score and my mind was directed to exam (Nizam, Interview 3)”.

It is clear from the graphic above that Nizam had the same level of motivation on Wednesday and he explained this with his piano course without offering any English-related reason. Another significant finding was that sense of togetherness among classmates exerted a positive motivational impact on Nizam. In an attempt to account for his high level of motivation on Thursday, Nizam used the following words:

“We did something good on Thursday. We went to theatre with teacher X (The code “X” is used to keep the real identity secret) and it was an opportunity for the class member to knit up. In general, this lovely relationship among class members has a positive impact on my language learning motivation (Nizam, Interview 3)”

When it comes to the case on Friday, it was again quite high because of the influence of exams. Upon giving details about the motivational dynamics of week 1 and week 2, it is time now to continue with week 3 and 4:

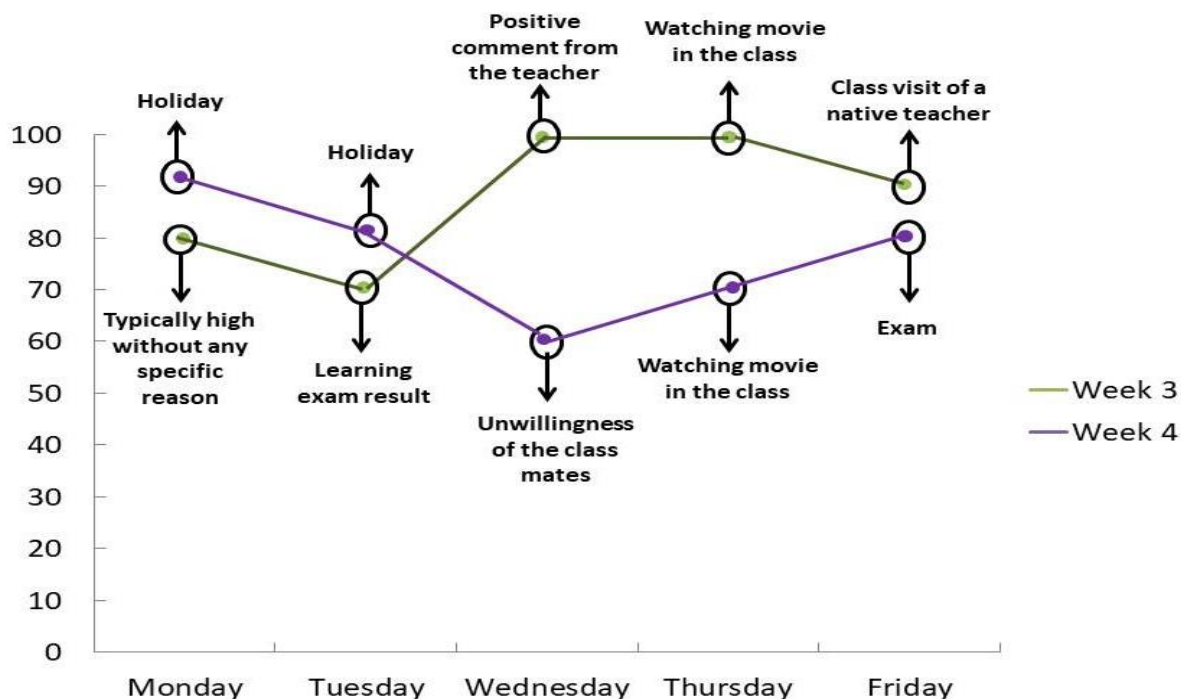


Figure 12: Motivational dynamics in Nizam’s motigraph: Week 3 and Week 4

Week 3 and Week 4: As shown on the graphic, the beginning of week 3 was typically faced with a high degree of motivation. It was noted before that this is one of the behavioral routines of Nizam. When it comes to Tuesday, a similarity with the previous week became evident in that learning a dissatisfying exam result was the main parameter causing a downward movement in the motivation graphic of Nizam. Next, a marked rise in the rate of motivation was identified on Wednesday and Nizam attribute the emergence of this motivational surge to a positive comment he received from the teacher. In the words of Nizam: “It was an unbelievable feeling to hear from the teacher X that I am good at using conjunctions. It feels great to see the progress I have made since the beginning of the prep school”.

Looking at the graphic, it is seen that the same level of motivation was retained on Thursday as well. According to the accounts of Nizam, the rationale behind this relatively high level of motivation was the changes made in the class. He went on to say that they watched a movie for the first time and it was quite fun.

After watching the film, they made comments on it and everyone expressed their ideas. As understood, engaging in such an activity influenced the motivational state of Nizam in a positive manner. In addition to this, one interesting finding was that the class visit of a native teacher enhanced the intensity of Nizam's motivational experience:

“There occurred something beautiful today and our two class hours were given by a visiting native teacher. I am now motivated so much. Today, I realized that I really would like to learn English, even for the purpose of interacting with people. I wanted to talk to our native teacher but I was unable to do so. But, it was really good and it should be done regularly. A native teacher can teach us biweekly (Nizam, Interview 4)”

When it comes to week 4, the first two days of the week were free due to official holiday and Nizam reported that he did not make any English practice directly but watched movies with English subtitles. It is seen that such practices created an increased sense of motivation with a percentage above 80%. At this point, it could be informative to shed light on how Deren and Nizam differ from each other in terms of their perceived level of motivation during holidays. The findings showed that whereas there occurred a sharp decrease in Deren's motivation rates during holidays, it was the opposite in the case of Nizam and he had relatively higher levels of motivation. As for Wednesday, unwillingness of the class mates was suggested to be the primary reason of a decrease in the rate of motivation. Following this, the motivation graphic indicated a slight increase on Thursday and this was associated with watching movie in the class. And finally, Fridays witnessed a high motivation thanks to the motivational impact of exams.

So far, in this chapter, I have presented findings in detail in relation to formulated research questions. Drawing on interview data and motigraph data coming from three focal DMC cases, the findings were aimed at highlighting the characteristic features of participants' motivational experience, displaying their weekly motivational patterns, and exploring dynamics underlying patterns of change in their motivational trajectories. What follows is a brief summary of the findings that emerged from the analyses.

Summary of the Findings

The findings chapter was organized under three main subheadings, each addressing a particular research question. The first research question was aimed at scrutinizing the prominent features of participants' DMC experience with the purpose of validating the three main DMC components (goal-orientedness, a salient facilitative pathway, positive emotionality). The findings confirmed the operation of these basic tenets in the motivational experience of Deren and Özlem, who were found to experience a fully-fledged DMC. This finding therefore provided additional empirical support with respect to the proposed structure of the structure. However, there emerged some intriguing preliminary findings as well which may add to our understanding of DMCs. To illustrate, the case of Özlem was suggestive of a possible link between previous learning habits and engaging with DMC-related behaviors. This finding is interesting and significant on the grounds that a complete DMC automatically sets in motion new behavioral routines to be followed and thus individuals caught up in it tend to leave off their earlier habits. Another notable finding concerned the distinctive nature of the learning activities Özlem is engaged in. It became obvious that Özlem does not show much interest to instructional teaching practices applied in the class while she is more interested in out-of-school learning practices. With respect to the motivational experience of Özlem, the study also found evidence that she considers English as an intellectual tool to bolster her social identity and social recognition, implying that self-actualization needs could accompany with an L2 visionary goal.

In line with the case of Özlem, hallmark features of a DMC were also identified in the experience of Deren. The most notable finding was that she is interested in mastering spoken English not only as a part of her academic development, but also as a complementary tool for achieving other social objectives. She reported that "I need to develop my English, in particular speaking skills, in order to be able to speak with people in the countries that I wish to visit. It makes absolutely no sense to have trip over the world if you are unable to communicate with people living there (Interview 1)". As implied by the explanations, the underlying driving force of Deren's motivational current does not solely relate to achieving mastery in English speaking skills. Her comments suggested that there would be no point in travelling the world unless she uses

English fluently and accurately when talking to foreign people there. Given this, it seems wise to argue that Deren's L2 visionary goal also serves as a prior condition for the achievement of other social objectives.

In addition to Özlem and Deren, the last participant in focus was Nizam whose motivational experience was found to be DMC-like. In this regard, although the full operation of a complete DMC only becomes possible with the pursuit of a single directional objective, the vision of Nizam was revealed to be diverse and multiple. It follows from this that his DMC experience was not able to reach a robust level of operation. Moreover, it emerged from the interviews that Nizam does not follow her L2-related behavioral routines on a regular basis, another remarkable finding confirming the lack of completeness and robustness in his DMC experience. Similarly, the feeling of positive emotionality was not prevalent and consistent in the case of Nizam when he was engaging with L2 learning activities.

Drawing on data from self-plotted motigraphs, the aim of the second research question was to display the motivational patterns of individuals caught up in a DMC. The findings indicated that both learners experiencing a complete DMC and partial DMC experience ebbs and flows in terms of their perceived level of motivation. To start with Özlem, her motivation graphic was revealed to be the most changeable one among the three participants. What stands out on her motigraph was the continuous pattern of fluctuations. By comparison with the case of Özlem, the motivational trajectory of Deren displayed a more stable, consistent, and predictable movement, but still there occurred some occasional fluctuations over time. It is worth noting that the motivational progress of Deren was not subject to severe disruptions in general.

Taking into account all the evidence offered in relation to the second research question, perhaps the most striking finding was that while the L2 visionary goal of Nizam was not robust enough to induce a complete DMC, his perceived levels of motivation were higher than the other two DMC cases, which is quite interesting. Principally, the notions of complete DMC and DMC-like suggest that the individuals caught up in a complete DMC have relatively high level of motivation compared to those who are going through a DMC-like process. However, the motivation graphic of Nizam put doubt on this argument by

displaying a more regular motivation pattern. All in all, the evidence with respect to the second research question provided some illuminating insights into the individual-level complexity lying behind the DMC processes.

And finally, the last research question aimed to provide a qualitative analysis of what kinds of parameters underlie change of patterns identified in the motivational graphics of the participants. Overall, results showed that there is a wide spectrum of factors promoting or undermining the effectiveness of the DMC processes. To start with the case Özlem, it was found that typical Monday syndrome, negative attitude towards some classroom teachers, exam pressure, dissatisfying exam results, occasional conflicts with the family and feeling tired due to heavy course load caused a downward movement in general in her motivational trajectory. On the other hand, engaging in some specific activities such as reading short stories, positive attitude towards some classroom teachers, sense of success arising from successful completion of homework assignments, speaking tasks and satisfying exam results were found to exert a positive motivational impact.

As for Deren, the range of motivational dynamics appeared to be more diverse. In this regard, the motivational progress of Deren was found to be impaired by adverse medical conditions, feeling tired due to heavy course load, occasional challenges related to exams, unwillingness of the other class members, criticism from the classroom teacher, and holidays. What is worthy of note is that holidays were identified as a demotivating factor in the case of Deren. On the other hand, the presence of exams, starting a new unit, classroom teaching, and engaging in vocabulary and speaking practices emerged as positive motivational dynamics. One aspect Özlem and Deren have in common was their special tendency towards engaging with vision-specific practices, namely speaking activities.

When it comes to Nizam, the results revealed that his motivation level was typically high on Mondays without having any specific reason. He said that this is just a routine. Moreover, Fridays in the motivational trajectory of Nizam was characterized by a high level of motivation in a similar manner with that of Deren and the rationale behind was the presence of exams. In addition, activities with the whole class, taking time for hobbies, holidays, positive comments from the classroom teacher, watching movie in the class, and being taught by a native

teacher were found to be other additional positive factors. To conclude this section, unorganized course content, feeling bored occasionally, issues pertaining to private life, and unwillingness of the other classmates were identified as being the negative motivational dynamics of Nizam's DMC-like experience. Of particular note is that both Deren and Nizam were affected negatively by the attitudes of other class members towards classroom teaching. It became obvious that the more interest others show in the course, the more motivated DMC-experiencing learners feel.

Chapter 5

Discussion and Conclusion

This chapter is devoted to presenting a comprehensive discussion of the findings in relation to our current knowledge. The chapter will first provide a summary of the study which will then be followed by five major subheadings: 1) characteristic features of a DMC, 2) complexity and dynamism in DMCs, 3) pedagogical Implications, 4) methodological implications, and 5) suggestions for further research. The first section will discuss the characteristic features of a DMC based on the findings of the study. After that, the focus will shift towards discussing complexity and dynamism in DMCs by drawing on fluctuation patterns identified in the motivational graphics of the participants, and also by considering the motivational variables underlying such fluctuations. Then, the discussion will touch on the ways in which complete DMCs and DMC-like experiences differ from each other. In what follows, sections four and five will outline, respectively, pedagogical and methodological implications of the study. Finally, the chapter will conclude by suggesting directions for future research.

Summary of the Study

Using an exploratory multiple case study approach, the current study set out 1) to provide further empirical evidence with respect to the validity of the DMC model and 2) to explore the parameters underlying motivational fluctuations of the learners caught up in a DMC. To this end, the study utilized data coming from self-plotted motigraphs and semi-structured interviews. Participants, recruited based on a purposeful sampling, were three focal EFL learners studying at TED University English prep school. Two of the participants, Deren and Özlem were found to experience a complete DMC. The other participant Nizam, on the other hand, was found to be going through a DMC-like experience. Data collection process was carried out throughout a 5-week period and the procedures followed were as follows: First, ebbs and flows in participants' motivational states were identified via self-plotted motigraphs. Then, semi-structured interviews were administered individually with each participant with a view to identifying which parameters were responsible for causing their motivational fluctuations. The same procedure was repeated once a week. Then, the data generated by the

motigraphs and interviews were examined using qualitative content analysis and thematic analysis. The use of self-reported data and retrospective data were noted as the major limitations of the study.

Characteristic Features Observed in the DMC Experiences of the Participants

The first research question sought to investigate the characteristic features of the participants' DMC experiences, thereby aiming to produce further empirical support for the validity of the DMC construct. Content analysis of the interview data confirmed the presence of the three hallmark features of a DMC in the motivational experiences of Özlem and Deren (goal-orientedness, a salient facilitative pathway, and positive emotionality). This finding is in agreement with the findings of the previous studies such as Henry et al. (2015), Zarrinabadi and Tavakoli (2017), Safdari and Maftoon (2017), and Sak (2019) who also validated the proposed components of the model in learners' motivational experiences based on qualitative data. It should be noted that although the presence of the hallmark features of DMCs were confirmed in the motivated behaviors of the participants, there were still some specific aspects to be noted. A detailed analysis of the case of Özlem revealed that she has been under the influence of a strong motivational current which was initiated at the beginning of the prep school. As noted before, the launch of both Özlem's and Deren's motivational currents occurred at the same time right after the beginning of the prep school. In light of this finding, it seems fair to argue that a change in the sociocultural setting where L2 learning takes place can trigger the flourishing of a motivational surge to follow a personally significant L2-driven goal. Indeed, even in our social life, getting to know something new or going to somewhere different from the usual settings is always capable of creating temporary or permanent change in our mindset. This, in turn, may potentially open new pathways to proceed in one's life. Similar to this, leaving the high school and coming to the university environment appeared to exert a positive motivational influence on Özlem and Deren.

As known, university education represents a crucial developmental stage where individuals become better aware of their potentials, wishes, weaknesses, or identities. This stage in a way could be considered as a storming phase which may

potentially turn one's life into a different direction. In this regard, the fact that the beginning of the prep school marked the beginning of both motivational currents appears to be more than a simple coincidence. Rather, it is possible that the characteristic setting of the university provides learners an opportunity to become aware of their self-actualization needs, which in turn lays the ground for the emergence of a motivational current. In line with this argument, the findings indicated that Özlem considers the ability to speak English as an intellectual tool to intensify her social-recognition.

As implied, the L2 visionary goal of Özlem was to develop a high level of competence in spoken English. In other words, the goal-oriented aspect of Özlem's DMC was related to achieving mastery in English speaking. This finding implies that the motivational current of the individuals do not necessarily lead them to master a target language in a holistic manner; but instead, it could be oriented to a specific language area such as writing or speaking. This argument may tentatively carry us to the conclusion that even an L2 visionary goal with a limited range can be robust enough to induce a DMC.

Another key finding emerging from the analysis has to do with the behavioral routines of Özlem. As noted repeatedly, individuals start engaging in new behavioral routines once caught up in a DMC and these newly set behavior patterns are mostly different from previously followed ones. In this regard, the findings indicated Özlem's overreliance on extracurricular practices. Interestingly, even though Özlem has a strong L2 visionary goal oriented towards achieving a full mastery of L2 speaking skills, she does not show willingness to take advantage of formal instructional practices applied in the class. Instead, she expressed her sympathy towards out-of-school extracurricular activities. Herein, one point especially worthy of remembering is that Özlem was able to maintain her desire to learn English only with her own efforts and she did not take any formal English instruction in the last two years of the high school. Accordingly, one possible explanation for her tendency towards out-of-school practices could be that because she kept alive her desire to learn English on her own efforts beyond school walls in advance of her DMC, formal instructional practices of the prep school might not have stirred up her interest. This argument, in turn, seems to invalidate the assumption that a fully-fledged DMC brings along with it a totally

new set of behaviors. Instead, individuals being captured by a motivational current can nevertheless remain committed to perpetuating usual learning habits rather than engaging in brand-new behavioral patterns. Taken together, the overreliance of Özlem on out-of-school practices seems to be suggestive of a potential tie between previous learning practices and DMCs. One possible conclusion we can draw is that the usual learning practices maintained for long may subsequently affect how intensively the learners will be occupied with DMC-related learning practices. Nevertheless, further research is necessary to gain a better understanding of the extent and nature of the relationship between the previous learning behaviors and the DMC-related behaviors.

Let us now continue with discussing the findings emerging from the case of Deren. As noted, the presence of the three major components of a DMC were confirmed in the motivational experience of Deren and this added to literature seeking further empirical evidence with respect to the validity of the DMC model. In the same way as Özlem, her DMC-driven goal relates to developing a high degree of proficiency in spoken English and her intense motivation started as from the beginning of the prep school. It was argued before that the ignition of both Özlem and Deren's motivational currents at the prep school seems to be far away from being a coincidence. Indeed, some details regarding the previous English learning experiences of Deren are significant in terms of showing the impact of university on her motivational progress. In particular, she reported that she has a deep interest towards learning English since high school years but she had to give her all focus on the university entrance exam. In a way, it seems that her positive emotional relationship with English was surpassed by some other pragmatic reasons such as showing success in university entrance exam. It is in this relation that her DMC was launched at the beginning of the prep school because she got rid of exam pressure. With this point in mind, it seems reasonable to argue that completing some stressful stages in life such as university entrance exam contributes to learners' emotional well-being and may leave them space to be aware of their self-actualization needs. This, subsequently, may pave the way for the launch of a motivational current directed to achieving a visionary goal. To summarize, the overwhelming feeling of responsibility arising from purposes of

highest priority such as getting prepared for the university entrance exam appears to hinder or delay the formation of an L2 visionary goal.

Another significant finding regarding the case of Deren was that she also regards English as a prior condition to achieve her other social purposes such as travelling the world. As highlighted before, she would like to have a world trip in later stages of her life and she believes that although she is dying for such a trip, it will not be meaningful and pleasurable if she is unable use English when talking to foreigners living there. As is clear, she considers achieving mastery in spoken English as a prerequisite for the successful completion of her other social goals. This finding appears to be consistent with the argument that the goals inducing DMCs may not pertain solely to language learning, but instead may have relating to other subordinate goals “for which learning an L2 was perceived as necessary” (Ibrahim, 2017, p. 29).

When expressing how crucial it is for her to achieve a satisfactory level of competence in English, one statement offered by Deren deserves special attention in that it obviously shows the great pleasure originating from her DMC experience. The statement was “Learning English makes me feel like I have started to live in a different utopic world”. This finding is in agreement with that of Dörnyei et al. (2016) who suggested that the people caught up in a motivational current explain the unique nature of this exceptional motivational period with by using metaphorical language.

To summarize the case of Deren, the most unexpected finding was that learners going through a DMC experience may consider vision-related tasks as subsidiary tools in order to accomplish some sort of social objectives. To put it in a different way, even if an L2 visionary goal may demonstrate a strong and distinctive identity, it may still go hand in hand with other seemingly unrelated personal and social objectives. This finding implies that a broader understanding with respect to the working mechanisms of DMCs could be reached via looking at sociocultural dynamics of learners’ motivational orientations. This will enable us to develop more effective strategies in strengthening the motivational power of DMCs.

And finally, this section will discuss the features identified in the motivational experience of Nizam. The findings produced by the analysis of Özlem and Deren's cases contributed to the literature on the validity of DMCs because their motivational experience reflected all the necessary components of a DMC. The findings drawn from the case of Nizam, however, differed significantly from the previous two cases, most notably in that his motivational experience was not strong and consistent enough to be considered as a fully-fledged DMC. His motivational experience was lacking some basic features of a DMC and this became obvious during the interviews. Given these considerations, it appeared reasonable to define his case as "DMC-like". At this point, it is worth noting that even if the evidence did not reveal the presence of a complete DMC in the motivational experience of Nizam, it would still be informative to have a close look at the features of his partial DMC. This may help illuminate what kinds of differences could be observed in the behaviors of learners with complete DMCs and partial DMCs, which remains as yet unexplored in the literature.

Similar to the case of Özlem and Deren, the launch of Nizam's DMC-like experience was initiated as from the date he started English prep school. To start with goal-orientedness, it was revealed that he has a wide range of L2 visionary goals underlying his partial motivational current. One of these goals was his wish to complete the prep school without failing, which is a short-term target. This finding was significant on the grounds that learners caught up in a DMC do not put their focus on a short-term target but such a current leads them to "a highly valued end-goal" (Dörnyei et al., 2016, p. 18). In other words, a DMC necessitates the presence of a future-oriented visionary goal. As noted by Dörnyei et al. (2016), a motivational current can only be triggered by a specific goal which carries a personal significance. Such kind of goal has been conceptualized by Sheldon and Elliot (1999) as self-concordant goals, the achievement of which is quite significant for one's personal development. However, Nizam's aim of completing the prep school implies that a short-term pragmatic purpose can lead to a DMC-like motivational experience. However, it became apparent that such kind of a purpose is not capable of inducing a complete DMC.

In addition to the successful completion of the prep school, the other L2 visionary goals of Nizam include communicating with native speakers, teaching

mathematics by using English, learning English in line with the plan of living abroad, and being an English teacher. Obviously, the problem in such purposes is the general lack of specificity. By definition, DMCs are set in motion to make progress towards a single specific goal and the individuals canalize their resources down to this single objective. But the L2 visionary goals of Nizam were revealed to be multiple; it suffers from the lack of clarity and specificity. Arguably, overgeneralization of L2 vision and focusing on more than one L2 vision at a time is the most major reason that made the motivational experience of Nizam partial DMC rather than fully-fledged DMC.

The case of Nizam also produced interesting evidence in terms of the operation of the behavioral routines. During the interviews, it became evident that he has sympathy towards his teachers at the prep school and he explicitly stated that their attitudes are positive and this is the most primary reason why he feels motivated to focus on the courses. In other words, the emotional well-being created by the positive friendly attitudes of teachers was the main rationale behind why prep school marked the beginning of Nizam's partial DMC experience. However, although Nizam stated that the attitudes of teachers enabled him to be more concentrated on the classes, his L2-related behavioral routines did not display a consistent profile and he engaged in L2 learning activities in an unstable manner. This carries us to the conclusion that the consistency and the continuity in carrying out behavioral routines is another point in which learners with a complete DMC and partial DMC differ from each other. Similar to the case of Özlem, it was also found that Nizam is more willing to engage in out-of-school learning practices such as watching movies. The overreliance of Özlem on extracurricular activities was attributed to her previous learning experiences but this is not the case for Nizam and it is not easy to offer a definitive explanation concerning his tendency towards extracurricular practices.

The partial DMC experience of Nizam also displayed differences as regards positive emotionality. As observed in his behavioral routines, the presence of positive emotionality and well-being in the case of Nizam was transient and short-lived. It was revealed during the interviews that positive emotional stability of Nizam was subjected to continuous fluctuations over weeks. While some practices

created a positive sense of progress, others led to a marked decrease in the level of motivation.

Taken together, this section discussed the features observed in the DMC behaviors of participants in relation to the proposed components of DMCs. The case of Özlem and Deren confirmed the structural DMC elements but still some specific aspects were identified in their behaviors. On the other hand, drawing on findings offered by the DMC-like experience of Nizam, a detailed discussion has been offered concerning how a fully-fledged DMC and a partial DMC differ in terms of goal-orientedness, a salient facilitative pathway, and positive emotionality.

Complexity and Dynamism in DMCs

The second research question sought to explore the motivational patterns of the individuals caught up in a DMC, thereby aiming to shed light on the complex, personal and dynamic nature of the construct. It is clear even from the accounts presented in the previous section that a DMC experience has a highly personal, complex, and dynamic profile. Findings drawn from the first research question indicated that a DMC could be rooted in the sociocultural dynamics, it could both be affected by and affect other co-existing objectives, and it could also be affected by previous learning habits. Accordingly, the previous section established some preliminary findings with respect to the variable nature of DMCs. In the same vein, the visual representation of participants' four-week perceived motivational states provided additional evidence supporting the idea that a DMC is not a static phenomenon, but it has a changeable, uncertain, and evolutionary nature.

To start with the case of Özlem, the findings from the self-plotted motigraphs demonstrated that her weekly motivational states underwent considerable and radical fluctuations over weeks. Individuals going through an intense DMC period steer the totality of their resources towards their end goal with great commitment and devotion without feeling boredom or any serious challenges. This being the case, one may expect to see a highly regular pattern of motivational states on the motigraph. However, the motivation graphic of Özlem goes contrary to this argument. The most interesting thing is that Özlem was not able to maintain the same level of motivation even in two successive days and

every single day of the four-week period brought along with it a different motivation rate. Consequently, the weekly motivation patterns of Özlem shown on the motigraph were defined by a continuously shifting surface. At this point, one question needs to be addressed: Although a motivational current ensures the emergence of a strong motivational commitment, what could account for patterns of change identified on the motigraphs?

The most reasonable and fairest interpretation seems to be that the robustness of a DMC does not necessarily refer to having an excessive proportion of motivation. Instead, the strength of a motivational current has to do with the strength of an L2 visionary goal. To put it simply, all the individuals caught up in a DMC undoubtedly have a strong visionary goal; but it does not mean that they will sustain a high level of perceived motivation at every single moment of their lives. Relying on this argument, the continuous fluctuations appearing on the motigraph of Özlem are suggestive of an underlying dynamism and complexity in DMCs. Accordingly, these findings not only add to literature on the dynamic nature of L2 motivation, but also provide evidence to define DMCs as a complex dynamic system. It is also worth noting that the motivational graphic of Özlem was identified to be the most unstable one in comparison with those of other participants. What is particularly surprising is that although experiencing a fully-fledged DMC, the motigraph of Özlem was revealed to be more irregular compared to Nizam who is experiencing a partial DMC. Accordingly, the complexity behind the DMC processes is also revealed by this finding.

In spite of such a complexity, the motivational trajectory of Özlem still displayed occasional regularity in itself. What is meant by the phrase “occasional regularity” is the continuous upward or downward movements observed on the motigraph over weeks. To illustrate, it was revealed that all Mondays throughout a four-week period were faced with a continual rising movement in terms of indicated level of motivation and the following percentages were noted respectively: 10%, 40%, 70% and 70%. This finding, notably, is not unexpected given the nature of the dynamic systems. The system behaviors of a complex dynamic system are mostly unpredictable but still every complex dynamic system may at times display temporal regularity called as “attractor states” (Dörnyei et al., 2015). It is in this relation that every system can come to a point in time where

some occasional regularities become observable. Accordingly, this argument may account for the stable upward tendency identified in the motivational movement of Mondays.

Albeit being a negative motivational trend, another sort of regularity seen on the motigraph of Özlem concerns the motivational trajectory in week 4. As revealed, the last week's indicated motivation levels were subjected to a consistently declining trend. In this manner, looking at the motivational dynamics of week 4 may prove valuable in terms of understanding the underlying reasons of this week-specific downside motivational momentum. But before analyzing its causes, one possible implication of this pattern is that the productivity as well as the robustness of motivational currents seems to be a time-related issue. While certain time intervals are capable of considerably boosting the willingness to make progress, some other specific periods might hinder the efforts to proceed on the basis of a high level of motivation.

Turning now to the case of Deren, it was clear from her motivation graphic that she experienced some fluctuations on the way towards approaching her L2 visionary goal. In comparison with that of Özlem, the motivational trajectory of Deren displayed a more stable, regular, and consistent pattern. As is explained in detail previously, the DMC goal of both Özlem and Deren is oriented to achieving a high degree of competence in spoken English. With this in mind, the differing motivation patterns observed on their motigraphs may lead us to the conclusion that even if the same L2 visionary goals are possessed by the individuals, their perceived level of motivations may still show variance in significant ways. As noted in the case of Özlem, despite having a relatively complicated pattern in general, certain time-specific regularities in the indicated levels of motivation were also obvious in the motigraph of Deren. To illustrate, the motivation percentages of Mondays, Thursdays, and Fridays are worthy of mention in that these days were mostly characterized by a high level of motivation with at least a percentage of 60%. As a possible interpretation, it seems that, especially in instructed learning settings where classroom dynamics are multiple and changeable, some week days may characteristically bring along repetitive motivation patterns. As understood, this is the case for the learners who are experiencing motivational currents as well.

When it comes to the case of Nizam, the findings emerging from the motigraph were quite unexpected and surprising. As briefly mentioned before, the overall pattern identified in the motigraph of Nizam appeared to be more coherent and consistent. Besides, the overall picture of the perceived motivational states of Nizam demonstrated that his motivation levels on average were higher than the other two participants. What is interesting in this finding resides in the fact that the motivational experience of Nizam was identified as DMC-like. Thus, under normal circumstances, the motivational graphic of Nizam is expected to suffer from a lack of organization, unity, and regularity. In addition, his overall motivation percentages are anticipated to be lower than those individuals having a complete DMC. However, these two assumptions were challenged by the results drawn from the motigraph of Nizam. It was clearly seen that not only his perceived motivational levels are higher than those of the other DMC-experiencing participants, but also the motivation lines on Mondays, Tuesdays, and Fridays displayed regularity and consistency.

In an attempt to explain this intriguing finding, a few explanations could be offered. First, it seems reasonable to argue that making gradual progress towards a DMC-related end goal is a long-term process and thus the every single phase of this process does not necessarily entail feeling motivated. Instead, what matters here is to recognize the fact that motivational fluctuations are inevitable and what individuals need to care about is to internalize and personalize their vision with great commitment and devotion. This, in turn, could be enough to keep remaining on the way. Another possible interpretation is that being caught up in a DMC, like the experiences of Özlem and Deren, does not automatically lead to a surge in the perceived level of motivation. A motivational current just helps stay focused on a final end point, but it does not predetermine to what extent or in what ways the progress will take place. It is in this relation that a DMC manifest itself as a “personal journey that is central to the sense of self” (Dörnyei et al., 2015, p. 101). The insights provided by the motivation graphic of Nizam also imply that the application of motigraphs may not prove to be accurate in determining the robustness of a DMC, which will be discussed in greater detail in a later section when discussing methodological implications.

All in all, the findings drawn from the motivation patterns of the participants provided valuable insights into the dynamic and complex nature of DMCs. In this regard, a detailed analysis and discussion of the motigraph data were presented with a focus on highlighting the most significant aspects. Now, it is time to shift our emphasis towards assessing the findings of the third research question: “Which parameters cause fluctuations in learners’ DMC-induced motivational trajectory?” As implied by the title of the thesis, the last research question represents the central topic that motivated the current project.

With respect to the third research question, it was found that there is a wide range of parameters causing fluctuations the DMC-induced motivational states. Notably, while some motivational dynamics were shared in common for all the three participants, the direction and the magnitude of their influences were different. To start with the case of Özlem, the interview data indicated that there were three major parameters that affected the motivational trajectory of Özlem in the first two weeks. As expected, suffering from Monday syndrome was one of the underlying reasons for the low motivation level identified on the first two Mondays. On the other hand, it goes without saying that Monday syndrome cannot exert a serious negative influence on the behaviors of students if they are fond of school-related practices. For example, if a student has something personally significant to do or if they are looking forward to do something pleasurable on a particular Monday, they will most probably wake up in the morning with great enthusiasm without experiencing unwillingness. With this in mind, Özlem’s suffering from Monday syndrome is not something unexpected in the light of the fact that she is more interested in extracurricular activities and she does not have much sympathy towards in-school practices.

As noted before, each language class at TEDU English prep school is instructed by three different teachers. In this regard, it was found that Özlem has totally different attitudes towards two teachers. Coded as Teacher X and Teacher Y, it became evident that the classes offered by Teacher Y exerted a positive influence on the motivational trajectory of Özlem. On the other hand, she defined Teacher X as a negative figure from different aspects. She perceived Teacher X as less competent in teaching English, unreliable, and two-faced. These negative perceptions in turn led to a marked decrease in the level of motivation when

Özlem is taking the classes offered by Teacher X. This argument implies that the attitudes or teaching styles of teachers in instructed classroom settings can play a major role in affecting the motivational robustness of the motivational experiences of the learners caught up in a DMC.

Another parameter causing a downward movement in the trajectory of Özlem was exam pressure. It was shown that the motivation rates of Özlem were extremely low on Fridays and it was because of the influence of exams. In this regard, the interview data revealed many self-reported accounts indicating the unwillingness of Özlem to get prepared for the exams. We know that L2 learners experiencing an L2-related DMC are mostly in the earlier stages of their learning and thus their English capacity is limited. It follows from this that it will take time for them, maybe months or even years, to achieve their visionary objective. This being the case, we can postulate that a learner with limited language skills but being caught up in a DMC may not show a superior success in terms of learning gain at the outset. As a possible interpretation of this, going through evaluation processes in short intervals such as taking weekly exams may lead learner with DMCs to feel under pressure, which may account for the case of Özlem. Surprisingly though, exams were reported to be a positive motivational dynamic in the cases of Deren and Nizam. In contrast with the picture of Özlem's motigraph, it was seen that the Fridays and some other specific days in the other participants' motigraphs were distinguished by having a high level of motivation. There seems to be one reasonable interpretation for this finding as well. It seems wise to claim that individuals experiencing a motivational current may consider exam success as a proximal subgoal to be completed on the way towards their distal target. As explained in detail in the literature review part, the achievement of a visionary goal is an accumulative process which entails the completion of smaller tasks on the way. Accordingly, individuals with DMCs may show a special commitment to get prepared for the exams as a part of their L2 visionary goal. Indeed, the first step is to complete the prep school if Deren and Nizam want to go one step further to their L2-related visions.

Another notable dynamic in the first two weeks in Özlem's motigraph concerned short-stories. According to her accounts, the reason behind the high motivation rates on Tuesdays was related to the implementation of short-stories. It

is worth highlighting that Özlem read these short-stories at home rather than at school. As noted repeatedly, this finding too can be explained by her tendency towards dealing with extracurricular activities. Taken together, we can reach an overall definitive conclusion and postulate that learners caught up in a DMC may get more motivational gain from certain types of practices. This argument also challenges the preconceived idea that DMC-related tasks are by no means pursued for the sake of their intrinsic value; but the totality of tasks, no matter how boring and challenging they might be, is always carried out with a sense of satisfaction simply because “they transport an individual toward a highly valued end-goal” (Dörnyei et. al., 2016, p. 18). The findings drawn from the motivational dynamics of Özlem suggest the prevalence of certain types of activities over the other types. As noted before, such an affinity of Özlem with extracurricular activities could also be explained by her previous learning habits.

When it comes to the dynamics of week 3 and week 4, the motivation graphic of Özlem revealed that successful completion of the homework assignments created an upward motivational impact. As noted while discussing exams, the positive motivational impact of the homework completion may also be considered as a sort of proximal subgoal. It is in this relation that Özlem feels a heightened sense of motivation. Besides, although Özlem has a negative attitude towards getting prepared for the exams, taking a good result from the exams was found to release a positive motivational power. It is possible to argue that Özlem treats such satisfying outcomes as an affirmative feedback about her progress and therefore feels a higher sense of motivation. In the same vein, learning a bad exam result created an opposite motivational impact and this is most probably due to taking bad exam result as a kind of negative feedback. Besides, another typical finding was that a decrease in the motivation rate was occasionally attributed to feeling tired due to heavy course load. This is what every student can experience from time to time and this finding therefore is not unexpected. Similar to the case observed in week 1 and week 2, the motigraph also revealed that the classes offered by Teacher X continued to create a negative impact in week 3 and week 4 as well. The rationale behind this was argued before and thus will not be repeated again.

When it comes to the dynamics of Deren's motivational current, the findings indicated that there was a wide range of parameters responsible for fluctuations in the first week and the second week. To start with, the first school days after holidays were found to bring a positive motivational impact. This finding indicates that some individuals caught up in a DMC may feel more productive in formal instructional settings while others prefer to focus on out-of-school practices as seen in the case of Özlem. As a typical demotivational case, the findings also indicated that suffering from illnesses caused a notable decrease in the motivational trajectory of Özlem. Accordingly, the robustness and productivity of a particular motivational current seems to be impaired by the medical conditions of the individuals caught up in it.

In addition to these parameters, the most significant result was that speaking-oriented tasks were found to generate a notable surge in the rate of Deren's motivation. At this point, it is worth remembering that DMC-related goal of Deren is to develop a high degree of competence in spoken English and this may explain the rationale behind why she has a motivational tendency towards speaking practices. In other words, individuals caught up in a DMC may prefer vision-specific tasks over seemingly unrelated practices because they receive more motivational gain from the former ones. The findings also demonstrated that there occurred a decrease in the motivation rate of Deren when she is absent in the school due to holidays. This finding is in a way similar to Deren's feeling more motivated in the first school days after returning from holidays. It seems that school environment in which L2 learning formally takes place may bolster the performance of some individuals experiencing a motivational current. On the other hand, as noted previously, Özlem did not show regard to school-related practices and she was mostly discouraged to come to school. These two differing attitudes towards learning settings imply that the setting in which DMC-related practices are implemented can determine the sustainability of individuals to stay focused on their goals. And finally, the last motivational dynamic of the first two weeks was the criticism from the teacher, which led to a decrease in the rate of motivation. As explained before, learners with a DMC may treat some conditions as progress checkpoints. This could be an exam result, a compliment from the environment, or a criticism. This being the case, it seems reasonable to argue that Deren

considered the criticism offered by the teacher as a negative feedback regarding her progress and thus felt a decreased sense of well-being, which in turn led to a downward movement in the rate of motivation.

With respect to the motivational parameters of week 3 and week 4, they were mostly similar to those observed in the first two weeks. It was found that holidays made a negative impact on the trajectory of Deren while speaking practices and going back to school after holiday generated an upward movement in the rate of motivation. As the implications of these parameters were discussed before, the discussion will focus on the other new motivational parameters. In this regard, the findings indicated that the attitudes of other class mates studied together in the class may play a major role in undermining the motivational gain of the learners caught up in a DMC. It became evident that the unwillingness of other class members to deal with in-school learning practices exerted a demotivational impact on Deren. As known, every learning setting represents a unique identity in itself because it hosts various learners from various backgrounds. As a natural consequence of this, students may not have enough opportunity to show their full potential in such a multi-directional environment and also teachers may experience difficulty in dealing with every single student in the class effectively. In agreement with this argument, it was found that lack of class participation of other class members impairs the productiveness of the teaching process on the part of learners experiencing a DMC. Taken together, it became obvious that group dynamics in settings where L2 learning takes place may enhance or hinder the productivity of the motivational currents. Arguably, active class participation of the class mates creates a sense of togetherness and cooperation, which in turn enabling learners with DMCs to feel heightened sense of productivity.

After discussing the motivational dynamics of the participants who were identified to experience a fully-fledged DMC, it is now time to have a close look at what kinds of parameters exerted influence on DMC-like motivational experience of Nizam. To start with, interview data drawn from the case of Nizam indicated that his motivation level was typically high on Mondays and he did not suggest any specific reason for that. Starting the week in a motivated manner was a kind of routine and habit for him. This finding differs from what observed in the case of other participants, most notably in that there were some alternative explanations to

account for Özlem (low) and Deren's (high) motivation levels on Mondays. However, there does not seem to be a particular reason lying behind Nizam's typical high motivation on Mondays. But still, such an upward motivational pattern could be associated with Nizam's sympathy towards school environment. Possibly, given that his motivational experience was not much strong to stay focused on vision-related practices, formal school environment might give him a sense of responsibility and productiveness. In addition, as noted before, the presence of exams as a part of the instructional teaching process contributed positively to the motivational progress of Nizam. At this point, it seems to be informative to remember the details of Nizam's L2 visionary goals. It became evident that successful completion of the preps school was one of the underlying driving forces of Nizam's partial motivational current. Fruitless to say, success or failure in completing the prep school depends primarily on the scores he gets from the exams applied in regular basis. Accordingly, it seems reasonable to argue that Nizam is treating exams as a proximal subgoal to be completed on the way towards his objective of completing the prep school. This finding is also supported by the fact that learning a negative exam score resulted in a decrease in his perceived level of motivation. As highlighted before repeatedly, the achievement of an L2 visionary goal is an accumulative process which entails the completion of smaller tasks on the way. With this in mind, Nizam's tendency towards getting prepared for the exams seems to suggest that learners with partial DMCs, as well as learners with fully-fledged DMCs, can set certain proximal subgoals for themselves even if their visionary goal is not robust and specific.

Another significant finding emerging from the case of Nizam was that his engagement with some personal sociocultural activities such as taking piano courses promoted in turn his L2 learning motivation. In this sense, setting some breakpoints such as allocating time for hobbies seems to serve as a social tool to renew the momentum of the motivational currents. In the same vein, it was also found that occasional out-of-of school practices involving the participation of the whole class members such as going to theatre led to an upward momentum in the motivational trajectory of Nizam. In a way, there appears to exist a similarity between this finding and the positive motivational impact arising from the active class participation of the other classmates. It was argued before that creating a

sense of togetherness and productivity can account for why Deren would like others to be more active during class hours. With this in mind, the positive attitude of Nizam towards whole-class out-of-school activities could be associated with the emergence of a sense of togetherness.

The positive motivational impact of a comment from the teacher and negative influence of other class members' unwillingness were two other parameters shared by Nizam and Deren. As noted before, criticism from the teacher and lack of class participation of the other classmates were found to cause a downward momentum in the motivational trajectory of Deren. In the same vein, findings drawn from the experience of Nizam revealed that lack of interest of others towards the instructional practices discouraged Nizam as well from staying focused on the courses. Similarly, a positive comment offered by a teacher regarding Nizam's progress made a positive motivational contribution. It seems reasonable to argue that such a compliment served as an affirmative feedback and created a sense of progress, which in turn resulted in an increase in the indicated level of motivation.

Pedagogical Implications

We can suggest some pedagogical implications based on the results offered by the present study. First of all, it is advisable to keep in mind the previous learning practices when using the focused DMC interventions in the classroom. This will possibly result in getting more learning benefit from the productivity of the motivational currents. The evidence offered by the present study also indicated the need to focus on the implementation of vision-specific tasks. It was revealed that the specificity and the range of an L2 visionary goal determines what kinds of out-of-school and in-class practices will offer more motivational gain to the learners caught up in a DMC. It was also revealed that there might be a link between an L2-driven goal and other coexisting social objectives. Therefore, a close look at the interaction between a DMC experience and other social dynamics might prove helpful in terms of spanning the duration of such motivational currents.

The findings also underline the importance of taking advantage of collaborative learning practices. It became obvious that the practices involving participation and cooperation are more effective than individual learning practices

with respect to maintaining the motivational momentum in DMCs. This being the case, intentional use of collaborative games and task-based activities might be of assistance in facilitating efforts towards L2 visionary goals through creating an increased sense of achievement. The current study also implies a need to place emphasis on the scope of an L2 visionary goal that initiates a motivational current. Looking at the details of the participants' DMC experiences, it was clearly understood that an L2 vision may be directly related to achieving proficiency in a particular language area such as spoken interaction. In this regard, activities conducive to boosting learners' specific L2 vision results in more satisfaction and pleasure. As a possible pedagogical implication of this, creating tailor-made DMC interventions in which learners with similar L2 visionary goals come and engage in vision-specific practices could facilitate progress towards their visions.

The results also offer some suggestions for language teachers. It became obvious that learners with DMCs are in search of regularity and organization during the classes. Drawing on this finding, teachers could benefit from setting a participatory learning environment to increase the productivity of learners identified with a DMC. Besides, the results support the idea of avoiding an authoritarian teaching style in the class. It was revealed that providing occasional flexibility and planning courses in a way that promote student autonomy and independence has a great motivational potential to prevent disruption in DMCs. Furthermore, it seems that creating a positive, interactive and participatory classroom environment as well as utilizing attractive and engaging course materials may prove advantageous to support DMCs.

Methodological Implications

The interview data in the current study were analyzed via qualitative content analysis and thematic analysis. These analysis methods worked well and enabled to come up with illuminating findings that shed some light on the formulated research questions. Certain findings offered by the study appeared to cast doubt on the feasibility of motigraphs in our attempt to identify perceived motivational states. It became evident that even if a particular L2 learner has necessary motivation to deal with L2 learning practices, she/he might nevertheless indicate a low level of motivation on the motigraph by taking into consideration other

parameters such as medical conditions. In other words, the graphical display of motigraphs may not be a true representative of perceived L2 motivation rate, but instead the graphic is likely to be created based on other external difficulties posing potential threats to maintaining L2 motivation. These so-called external difficulties might be in the form of illnesses or absence from the school. Therefore, the use of motigraphs to identify motivational patterns and the reasons behind such patterns should be approached with caution. It could be better if clear and detailed instructions are given to learners who will self-plot their perceived motivation levels on the motigraphs. Besides, it could prove useful to explore some other alternative instruments to bring evidence to the complexity and dynamism in DMCs. Notwithstanding such concerns, the insights offered by motigraph data could still help document fluctuations in the L2 motivational trajectories. However, we still need to be cautious when interpreting results.

Suggestions for Further Research

The findings offered by the current study also identified some areas for further research. To start with, it was argued that there could be a possible link between previous learning practices and DMCs. It goes without saying that more research efforts should be spent in order to be able to determine the nature and the extent of the relationship between prior learning practices and subsequent engagement processes with a motivational current. In addition to this, the case of Deren produced evidence that there might be an interaction with learners' L2 visionary goals and their other social personal objectives. Therefore, future studies could delve into the ways in which sociocultural dynamics can contribute to the robustness of motivational currents.

As discussed in detail previously, exam pressure emerged from the current study as the most significant motivational dynamic causing both downward and upward movement in the motivational trajectory of the learners with fully-fledged and partial DMCs. At this point, it should be noted that the impact of the exam pressure was found to be both positive and negative. In this regard, it does not seem to be reasonable to draw definitive conclusions concerning how assessment techniques affect the DMC processes. In terms of future work, it would be interesting to investigate what sort of assessment policy could be appropriate to

promote the effectiveness of the motivational currents. Overall, given the complexity, dynamism and individual-level variability identified in the cases of participants involved in the current study, and also considering previous cross-sectional studies that produced evidence indicating diversities in the DMC practices, longitudinal research designs seem necessary to establish a more systematic and comprehensive understanding of the role of diverse motivational dynamics on the DMC processes. Such an examination has the potential to yield more accurate results in identifying developmental challenges and patterns of motivational change in the DMC experiences.

References

- Abu-Rabia, S., & Feuerverger, G. (1996). Toward understanding the second language learning of Arab students in Israel and Canada: The relationship of attitudes and cultural background to reading comprehension. *Canadian Modern Language Review*, 52(3), 359–85.
- Al-Hoorie, A. H. (2017). Sixty years of language motivation research: Looking back and forward. *SAGE Open*, 7(1), 1–11.
- Au, S. Y. (1988). A critical appraisal of Gardner social-psychological theory of second-language (L2) learning. *Language Learning*, 38(1), 75–100.
- Benson, P., & Nunan, D. (Ed.). (2005). *Learners' Stories: Difference and Diversity in Language Learning*. Cambridge: Cambridge University Press.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Brown, H. D. (1990). M & Ms for language classrooms? Another look at motivation. In J. E. Alatis (Ed.), *Georgetown University round table on language and linguistics* (pp. 383–393). Washington, DC: Georgetown University Press.
- Brown, H. D. (1994). *Teaching by principles*. Englewood Cliffs, NJ: Prentice Hall.
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. (2nd ed.). Thousand Oaks: Sage.
- Csikszentmihalyi, M. (1988). 'The flow experience and its significance for human psychology'. In M. Csikszentmihalyi and I. S. Csikszentmihalyi (Eds.). *Optimal Experience: Psychological Studies of Flow in Consciousness* (pp. 15–35). Cambridge University Press, Cambridge, U.K.,
- Csikszentmihalyi, M. (1990). The domain of creativity. In M. A. Runco & R. S. Albert (Eds.), *Theories of creativity* (pp. 190–212). Newbury Park, CA: Sage.
- Chihara, T., & Oller, J. W. (1978). Attitudes and attained proficiency in EFL: A sociolinguistic study of adult Japanese speakers. *Language Learning*, 28(1), 55–68.

- Clément, R. (1980). Ethnicity, contact and communicative competence in a second language. In H. Giles, W.P. Robinson, & P. M. Smith (Ed.), *Language: Social psychological perspectives* (pp. 147–154). Oxford, UK: Pergamon.
- Clément, R., & Kruidenier, B. G. (1983). Orientations in second language acquisition: I. The effects of ethnicity milieu, and target language on their emergence. *Language Learning*, 33(3), 273–291.
- Clement, R., & Kruidenier, B. G. (1985). Aptitude, attitude and motivation in second language proficiency: A test of Clement's model. *Journal of Language and Social Psychology*, 4(1), 21–37.
- Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning*, 44(3), 417–448.
- Clément, R., Gardner, R.C., & Smythe, P.C. (1977). Interethnic contact: Attitudinal consequences". *Canadian Journal of Behavioural Sciences*, 9, 205–215.
- Coleman, J. A. (1994). What motivates British students of German? An interim report on a study of learners' progress, background and attitudes. *Fremdsprachen und Hochschule*, 42, 39–50.
- Coleman, J. A. (1995). *Progress, proficiency and motivation among British university language learners*. (CLCS Occasional Paper No. 40). Dublin, Ireland: Trinity College, Centre for Language and Communication Studies. (ERIC Document Reproduction Service No. ED383221)
- Coleman, J. A. (1996). *Studying languages: A survey of British and European students, the proficiency, background, attitudes and motivations of students of foreign languages in the United Kingdom and Europe*. London: Centre for Information on Language Teaching and Research.
- Cooper, C. (1998). *Individual Differences*. London: Arnold.
- Crookall, D., & Oxford, R. L. (1988). Review essay: Social psychology and second language learning: The role of attitudes and motivation, by R. C. Gardner, London, Ontario: Arnold, 1985. *Language Learning*, 38(1), 127–140.
- Crookes, G., & Schmidt, R. W. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41(4), 469–512.

- de Bot, K., Verspoor, M., & Lowie, W. (2005). Dynamic systems theory and applied linguistics: The ultimate “so what”? *International Journal of Applied Linguistics*, 15, 116–118.
- Deci, E. L., & Moller, A. C. (2005). The Concept of Competence: A Starting Place for Understanding Intrinsic Motivation and Self-Determined Extrinsic Motivation. In A. J. Elliot & C. S. Dweck (Ed.), *Handbook of competence and motivation* (pp. 579–597). New York, NY, US: Guilford Publications.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Deci, E.L. and Ryan, R.M. (Ed.) (2002). *Handbook of Self Determination Research*. Rochester, NY: The University of Rochester Press
- De Raad, B. (2000). Differential Psychology. In Kazdin, A. E. (Ed.), *Encyclopedia of psychology* (pp. 41–44). Oxford: American Psychological Association and Oxford University Press.
- Dewaele, J.-M. (2009). Individual differences in second language acquisition. In W. Ritchie & T. Bhatia (Ed.), *The new handbook of second language acquisition*, 2, (pp. 623–646). Bingley, UK: Emerald Group Publishing, Ltd.
- Dewaele, J.-M. (2012). Learner internal psychological factors. In J. Herschensohn, & M. Young-Scholten (Ed.), *The Cambridge handbook of second language acquisition* (pp. 159–179). Cambridge: Cambridge University Press.
- Dodick, D. J. (1996). A Study of Attitudes and Motivation of High School Foreign Language Students. *Canadian Modern Language Review*, 52(4), 577–595.
- Dörnyei, Z. (1990). Conceptualizing motivation in foreign-language learning. *Language Learning*, 40(1), 45–78.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273–284.
- Dörnyei, Z. (1994). Understanding L2 motivation: On with the challenge!. *The Modern Language Journal*, 78(4), 515–523.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117–135.

- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum
- Dörnyei, Z. (2006). Individual differences in second language acquisition. *AILA Review*, 19(1), 42–68.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.
- Dörnyei, Z. (2009a). Individual differences: Interplay of learner characteristics and learning environment. *Language Learning*, 59, 230–248.
- Dörnyei, Z. (2009b). *The psychology of second language acquisition*. Oxford: Oxford University Press.
- Dörnyei, Z. (2009c). The L2 Motivational Self System. In Z. Dörnyei & E. Ushioda (Ed.), *Motivation, language Identity and the L2 Self* (pp. 9–42). Bristol, UK: Multilingual Matters.
- Dörnyei, Z. (2010a). The relationship between language aptitude and language learning motivation: Individual differences from a dynamic systems perspective. In E. Macaro (Ed.), *Continuum companion to second language acquisition* (pp. 247–267). London: Continuum.
- Dörnyei, Z. (2010b). Researching motivation: From integrativeness to the ideal L2 self. *Introducing applied linguistics: Concepts and skills*, 3(5), 74–83.
- Dörnyei, Z. (2014a). Motivation in second language learning. In M. Celce-Murcia, D. M. Brinton & M. A. Snow (Ed.), *Teaching English as a second or foreign language* (4th ed., pp. 518–531). Boston, MA: National Geographic Learning/Cengage Learning.
- Dörnyei, Z. (2014b). Future self-guides and vision. In K. Csizer & M. Magid (Ed.), *The impact of self-concept on language learning* (pp. 7–18). Bristol, UK: Multilingual Matters.
- Dörnyei, Z., & Chan, L. (2013). Motivation and vision: An analysis of future L2 self images, sensory styles, and imagery capacity across two target languages. *Language Learning*, 63(3), 437–462.

- Dörnyei, Z., Henry, A., & Muir, C. (2016). *Motivational currents in language learning: Frameworks for focused interventions*. New York: Routledge/Taylor & Francis.
- Dörnyei, Z., & Kubanyiova, M. (2014). *Motivating learners, motivating teachers: Building vision in the language classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z., Muir, C., & Ibrahim, Z. (2014). Directed Motivational Currents: Energising language learning through creating intense motivational pathways. In D. Lasagabaster, A. Doiz, & J. M. Sierra (Ed.), *Motivation and foreign language learning: From theory to practice* (pp. 9–29). Philadelphia/Amsterdam: John Benjamins
- Dörnyei, Z., & Murphy, R. S. (2010). Where does psychology and second language acquisition research connect? An interview with Zoltan Dörnyei. *The Language Teacher*, 34(2), 19–23.
- Dörnyei, Z., & Otto, I. (1998) Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics (Thames Valley University, London) 4*, 43–69.
- Dörnyei, Z., & Skehan, P. (2003). Individual differences in second language learning. In C. J. Doughty, & M. H. Long (Ed.), *The handbook of second language acquisition* (pp. 589–630). Oxford: Blackwell.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow: Longman.
- Dörnyei, Z., Nyilasi, E., & Clement, R. (1996). Hungarian school children's motivation to learn foreign languages: a comparison of five target languages. *Novelty*, 3, 6–16.
- Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. New York: Routledge.
- Dörnyei, Z., MacIntyre, P., & Henry, A. (Ed.) (2015). *Motivational dynamics in language learning*. Bristol: Multilingual Matters.
- Dörnyei, Z., MacIntyre, P. D., & Henry, A. (2015). Introduction: Applying complex dynamic systems principles to empirical research on L2 motivation. In Z.

- Dörnyei, P. D. MacIntyre, & A. Henry (Ed.), *Motivational dynamics in language learning* (pp. 1–7). Bristol, UK: Multilingual Matters.
- Dörnyei, Z., Ibrahim, Z., & Muir, C. (2015). "Directed Motivational Currents": Regulating complex dynamic systems through motivational surges. In Z. Dörnyei, P. D. MacIntyre, & A. Henry (Ed.), *Motivational dynamics in language learning* (pp. 95–105). Bristol, UK: Multilingual Matters.
- Ellis, N. C., & Larsen-Freeman, D. (2006). Language emergence: Implications for applied linguistics: Introduction to the special issue. *Applied Linguistics*, 27(4), 558–589.
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2012). *Language teaching research and language pedagogy*. John Wiley & Sons.
- Ely, C. M. (1986). Language learning motivation: A descriptive and causal analysis. *The Modern Language Journal*, 70(1), 28–35.
- Feenstra, H. J. (1967). *Aptitude, attitude and motivation in second language acquisition*. (Unpublished doctoral thesis). University of Western Ontario.
- Fotos, S. S. (1994). Motivation in second language learning pedagogy: A critical review. *Senshu University Annual Bulletin of the Humanities*, 24, 29–54. Frankfurt: Peter Lang.
- Gardner, R. C. (1960). *Motivational variables in second-language acquisition*. Diss., McGill University.
- Gardner, R. C. (1966). Motivational variables in second-language learning. *International Journal of American Linguistics*, 32(1), 24–44.
- Gardner, R. C. (1968). Attitudes and motivation: Their role in second-language acquisition. *TESOL Quarterly*, 2(3), 141–150.
- Gardner, R. C. (1983). Learning another language: A true social psychological experiment. *Journal of Language and Social Psychology*, 2, 219–239.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.

- Gardner, R. C. (1991). Second-language learning in adults: Correlates of proficiency. *Applied Language Learning*, 2(1), 1–28.
- Gardner, R. C. (1995). Interview with Jelena Mihaljevic Djigunovic. *Stranijezici*, 24, 94–103.
- Gardner, R. C. and Smythe, P.C. (1975). *Second language acquisition: A social psychological approach*. Research Bulletin, 332, Department of Psychology, University of Western Ontario, London, Canada.
- Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second-language acquisition. *Canadian Journal of Psychology*, 13(4), 266–272.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury.
- Gardner, R. C., & MacIntyre, P. D. (1991). An instrumental motivation in language study: who says it isn't effective?. *Studies in Second Language Acquisition*, 13(1), 57–72.
- Gardner, R. C., & MacIntyre, P. D. (1993a). A student's contributions to second-language learning. Part II: Affective variables. *Language Teaching*, 26, 1–11.
- Gardner, R.C. and MacIntyre, P.D. (1993b). On the measurement of affective variables in second language learning. *Language Learning*, 43, 157–194.
- Gardner, R. C., & Tremblay, P. F. (1994). On motivation, research agendas, and theoretical frameworks. *The Modern Language Journal*, 78(3), 359–368.
- Ghanizadeh, A., & Jahedizadeh, S. (2017). Directed Motivational Currents: The Implementation of the Dynamic Web-Based Persian Scale among Iranian EFL Learners. *Journal of Teaching Language Skills*, 36(1), 27–56.
- Ghonsooly, B., Khajavy, G. H., & Asadpour, S. F. (2012). Willingness to communicate in English among Iranian non-English major university students. *Journal of language and Social Psychology*, 31(2), 197–211.
- Gliksmann, L. (1976). *Second language acquisition: The effects of student attitudes on classroom behavior*. (Unpublished MA thesis). University of Western Ontario, London, Ontario, Canada.

- Hayes, N. (1997). *Doing qualitative analysis in psychology*. Psychology Press.
- Henry, A., Davydenko, S., & Dörnyei, Z. (2015). The anatomy of directed motivational currents: Exploring intense and enduring periods of L2 motivation. *The Modern Language Journal*, 99(2), 329–345.
- Hernández, T. (2006). Integrative motivation as a predictor of success in the intermediate foreign language classroom. *Foreign Language Annals*, 39(4), 605–617.
- Ibrahim, Z. (2016a). *Directed motivational currents: Optimal productivity and long-term sustainability in second language acquisition* (Unpublished doctoral thesis). University of Nottingham, Nottingham, UK.
- Ibrahim, Z. (2016b). Affect in Directed Motivational Currents: Positive emotionality in long-term L2 engagement. In MacIntyre, P., Gregersen, T., & Mercer, S. (Ed.), *Positive psychology in second language acquisition* (pp. 258–281). Bristol: Multilingual Matters.
- Ibrahim, Z. (2017). Parameters inducing motivational surges in second language learning. *UKH Journal of Social Sciences*, 1(1), 24–33.
- Ibrahim, Z., & Al-Hoorie, A. H. (2019). Shared, sustained flow: triggering motivation with collaborative projects. *ELT Journal*, 73(1), 51–60.
- Julkunen, K., & Bornoza, H. (1997). *English language learning motivation in Joensuu and Petrozavodsk*. Joensuu: University of Joensuu.
- Julkunen, K. (1989). *Situation-and task-specific motivation in foreign language learning and teaching*. Joensuu, Finland: University of Joensuu, Publications in Education.
- Julkunen, K. (1993). On foreign language learning motivation in the classroom. In S. Tella (Ed.), *Meaningful language learning* (pp. 70–78). Helsinki: University of Helsinki.
- Julkunen, K. & Borzova, H. (1997). *English language learning motivation in Joensuu and Petrozavodsk*. Research Reports of the Faculty of Education 64. Joensuu: University of Joensuu.

- Keller, J. M. (1983). Motivational design of instruction. In C. M. Reigeluth (Ed.), *Instructional design theories and models: An overview of their current status* (pp. 383–434). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Kraemer, R. (1993). Social psychological factors related to the study of Arabic among Israeli high school students: A test of Gardner's socioeducational model. *Studies in Second Language Acquisition*, 15(1), 83–105.
- Kruidenier, B., & Clément, R. (1986). *The effect of context on the composition and the role of orientations in second language acquisition*. Quebec City: International Center for Research on Bilingualism.
- Laine, E. J. (1995). *Learning second national languages: a research report*. Frankfurt: Peter Lang.
- Lamb, M. (2004). "Integrative motivation in a globalizing world", *System*, 32(1), 3–19.
- Lamb, M. (2011). Future selves, motivation and autonomy in long-term EFL learning trajectories. In G. Murray, X. Gao, & T. Lamb (Ed.), *Identity, motivation and autonomy in language learning* (pp. 177–194). Bristol, UK: Multilingual Matters.
- Lambert, W. E., & Klineberg, O. (1966). *Children's views of foreign peoples: A cross-national study*. New York: Appleton-Century-Crofts.
- Larsen-Freeman, D. and Cameron, L. (2008). *Complex systems and applied linguistics*. Oxford: Oxford University Press.
- Larsen-Freeman, D. (2015). Ten 'lessons' from complex dynamic systems theory: What is on offer. In Z. Dörnyei, P. D. MacIntyre, & A. Henry (Ed.), *Motivational dynamics in language learning* (pp. 11–19). Bristol, UK: Multilingual Matters.
- MacIntyre, P. D., & Legatto, J. J. (2011). A dynamic system approach to willingness to communicate: Developing an idiodynamic method to capture rapidly changing affect. *Applied Linguistics*, 32(2), 149–171.
- Masgoret, A. M., & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. *Language Learning*, 53(1), 123–163.

- Mercer, S. (2011). Understanding learner agency as a complex dynamic system. *System, 39*(4), 427–436.
- Miles, M. B., & Huberman, A. M. (1984). *Qualitative data analysis: A sourcebook of new methods*. Beverly Hills, CA: Sage.
- Moneta, G. B. (2004). The flow experience across cultures. *Journal of Happiness Studies, 5*(2), 115–121.
- Muir, C. (2016). *The dynamics of intense long-term motivation in language learning: Directed motivational currents in theory and practice*. (Unpublished doctoral thesis). University of Nottingham, United Kingdom.
- Muir, C., & Dörnyei, Z. (2013). Directed motivational currents: Using vision to create effective motivational pathways. *Studies in Second Language Learning and Teaching, 3*(3), 357–375.
- Nitta, R., & Baba, K. (2015). Self-regulation in the evolution of the ideal L2 self: A complex dynamic systems approach to the L2 motivational self system. In Z. Dörnyei, P. MacIntyre, & A. Henry (Ed.), *Motivational dynamics in language learning* (pp. 367–396). Bristol: Multilingual Matters.
- Oller, J., Baca, L., & Vigil, F. (1977). Attitudes and attained proficiency in ESL: A sociolinguistic study of Mexican Americans in the Southwest. *TESOL Quarterly, 11*, 173–182.
- Oller, J., Hudson, R. A., & Liu, P. (1977). Attitudes and attained proficiency in ESL: A sociolinguistic study of native speakers of Chinese in the United States. *Language Learning, 27*(1), 1–27.
- Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal, 78*(1), 12–28.
- Oxford, R. L., & Shearin, J. (1996). Language learning motivation in a new key. In R. L. Oxford (Ed.), *Language learning motivation: pathways to the new century*, (pp. 155–187).
- Ramage, K. (1990). Motivational factors and persistence in foreign language study. *Language Learning, 40*(2), 189–219.
- Rubin, J. (1975). What the "good language learner" can teach us. *TESOL Quarterly, 9*, 41–51.

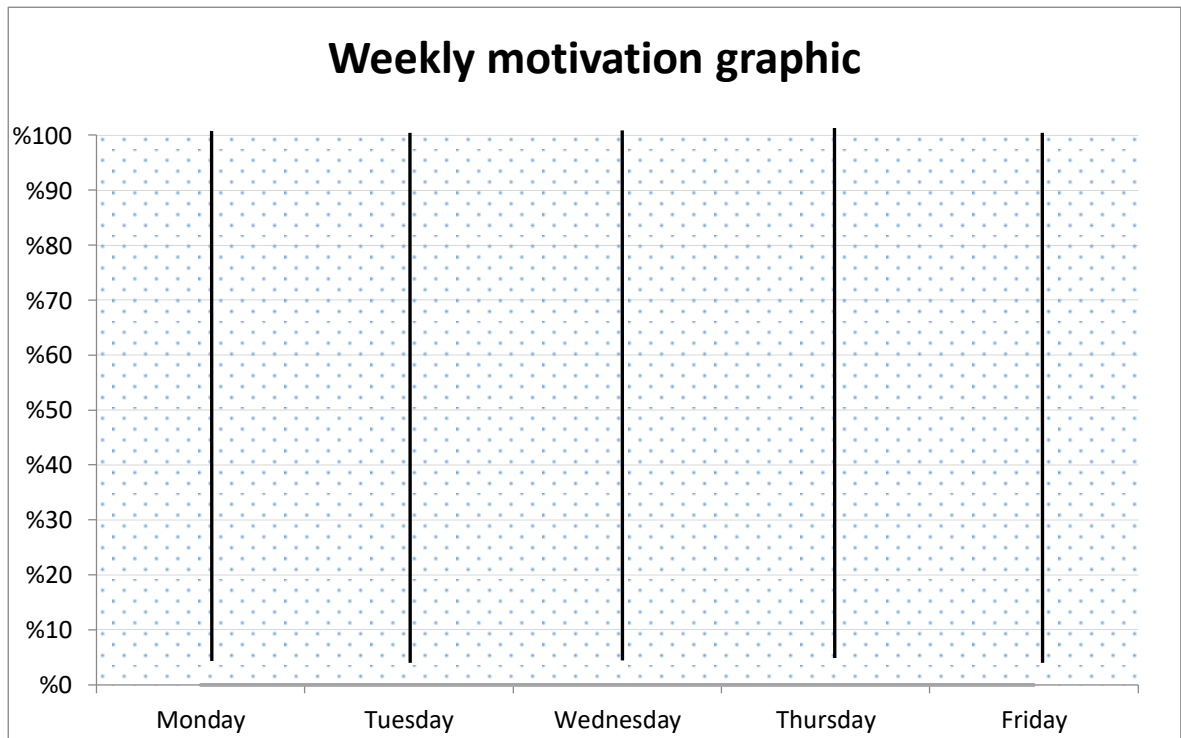
- Ryan, S. (2008). *The ideal L2 selves of Japanese learners of English*. (Unpublished doctoral thesis). University of Nottingham, Nottingham, UK.
- Ryan, R. M., & Deci, E. L. (2000a). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*(1), 68–78.
- Ryan, R. M., & Deci, E. L. (2000b). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, *25*(1), 54–67.
- Ryan, R. M., & Deci, E. L. (2002). An overview of Self-determination Theory: An organismic-dialectical perspective. In E. L. Deci & R. M. Ryan (Ed.), *Handbook of self-determination research* (pp. 3–33). Rochester, NY: The University of Rochester Press.
- Ryan, R. M., Kuhl, J., & Deci, E. L. (1997). Nature and autonomy: Organizational view of social and neurobiological aspects of self-regulation in behavior and development. *Development and Psychopathology*, *9*, 701–728.
- Sak, M. (2019). Contextual factors that enhance and impair directed motivational currents in instructed L2 classroom settings. *Novitas-ROYAL (Research on Youth and Language)*, *13*(2), 155–174.
- Safdari, S., & Maftoon, P. (2017). The rise and fall of directed motivational currents: A case study. *The Journal of Language Teaching and Learning*, *7*(1), 43–54.
- Sawyer, M., & Ranta, L. (2001). Aptitude, individual differences, and instructional design. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 319–353). New York: Cambridge University Press
- Scarcella, R. C., & Oxford, R. L. (1992). *The tapestry of language learning: The individual in the communicative classroom*. Boston, MA: Heinle & Heinle.
- Schmidt, R., Boraie, D., & Kassabgy, O. (1996). Foreign language motivation: internal structure and external connections. In R. L. Oxford (Ed.), *Language learning motivation: Pathways to the new century* (pp. 14–87). Honolulu, HI: The University of Honolulu Press.

- Schumann, J. H. (2015). Foreword. In Z. Dörnyei, P. D. MacIntyre, & A. Henry (Ed.), *Motivational dynamics in language learning* (pp. xv–xix). Bristol: Multilingual Matters.
- Selçuk, Ö., & Erten, İ. H. (2017). A display of patterns of change in learners' motivation: Dynamics perspective. *Novitas-ROYAL*, 11(2), 128–141.
- Sheldon, K. M., & Elliot, A. J. (1999). Goal striving, need satisfaction and longitudinal well-being: The self-concordance model. *Journal of Personality and Social Psychology*, 76(3), 482–497.
- Skehan, P. (1989). *Individual differences in second-language learning*. London: Edward Arnold.
- Skehan, P. (1991). Individual differences in second language learning. *Studies in second language acquisition*, 13(2), 275–298.
- Snow, R. E., Corno, L., & Jackson, D. (1996). Individual differences in affective and conative functions. In D. Berliner & R. Calfee (Ed.), *Handbook of educational psychology* (pp. 243–310). New York: Simon & Schuster.
- Spolsky, B. (1989). *Conditions for second language learning: Introduction to a general theory*. Oxford: Oxford University Press.
- Tremblay, P. F., & Gardner, R. C. (1995) Expanding the motivation construct in language learning. *The Modern Language Journal* 79, 505–520.
- Ushioda, E. (1994). L2 motivation as a qualitative construct. *Teanga*, 14, 76–84.
- Ushioda, E. (1996). Developing a dynamic concept of motivation. In T. Hickey & J. Williams (Ed.), *Language, education and society in a changing world* (pp. 239–245). Clevedon, UK: Multilingual Matters.
- Ushioda, E. (2008) Motivation and good language learners. In Griffiths, C. (Ed.), *Lessons from Good Language Learners* (pp. 19–34). Cambridge: Cambridge University Press:
- Ushioda, E. (2015). Context and complex dynamic systems theory. Motivational dynamics in language learning. In Z. Dörnyei, P. D. MacIntyre, & A. Henry (Ed.), *Motivational dynamics in language learning* (pp. 47–54). Bristol, UK: Multilingual Matters.

- Ushioda, E., & Dörnyei, Z. (2009). Motivation, language identities and the L2 self: A theoretical overview. In Z. Dörnyei & E. Ushioda (Ed.), *Motivation, language identity and the L2 self* (pp. 1–8). Bristol: Multilingual Matters.
- Warschauer, M. (1996). Motivational aspects of using computers for writing and communication. In M. Warschauer (Ed.), *Telecollaboration in foreign language learning: Proceedings of the Hawaii symposium* (pp. 29–46). Honolulu, HI: University of Hawaii, Second Language Teaching and Curriculum Center.
- Waterman, A. S. (2008). Reconsidering happiness: A eudaimonist's perspective. *The Journal of Positive Psychology, 3*(4), 234–252.
- Watkins, J. (2016). *Planning a Curriculum to Stimulate Directed Motivational Currents (DMCs)*. Research Yearbook of the Language Education Research Centre. Kwansai Gakuin University.
- Williams, M. (1994). Motivation in foreign and second language learning: An interactive perspective. *Educational and Child Psychology, 11*(2), 77–84.
- Williams, M., & Burden, R. (1997). *Psychology for language teachers*. Cambridge: Cambridge University Press.
- Williams, M., Mercer, S., & Ryan, S. (2016). *Exploring psychology in language learning and teaching*. Oxford University Press.
- Yashima, T. (2000). Orientations and motivations in foreign language learning: A study of Japanese college students. *JACET Bulletin, 31*, 121–33.
- Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences. *European Journal of Education, 48*(2), 311–325.
- Tachibana, Y., Matsukawa, R., & Zhong, Q. X. (1996). Attitudes and motivation for learning English: A cross-national comparison of Japanese and Chinese high school students. *Psychological Reports, 79*(2), 691–700.
- Zarrinabadi, N., & Tavakoli, M. (2017). Exploring motivational surges among Iranian EFL teacher trainees: Directed motivational currents in focus. *TESOL Quarterly, 51*(1), 155–166.

Zarrinabadi, N., Ketabi, S., & Tavakoli, M. (2019). *Directed motivational currents in L2: Exploring the effects on self and communication*. Springer, Cham: Switzerland.

APPENDIX-A: Motigraph



APPENDIX-B: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Tarih: 14.03.2019 19:30
Sayı: 35853172-101.02.02-
E.00000502518



Sayı : 35853172-101.02.02
Konu : Mehmet SAK Hk.

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 15.02.2019 tarihli ve 51944218-101.02.02/00000463953 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencilerinden Arş. Gör. Mehmet SAK'ın Prof. Dr. İsmail Hakkı ERTEN danışmanlığında yürüttüğü "Hedefli Motivasyonel Akımların Türkiye Bağlamında Dinamik Bir Yapıda Ortaya Çıkışına İlişkin Durum Çalışması" başlıklı tez çalışması Üniversitemiz Senatosu Etik Üniversitemiz Senatosu Etik Komisyonunun 05 Mart 2019 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-İmzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı