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Araştırma Makalesi * Research Article

Pondering the Dynamicity of tertiary level EFL Learners' Motivation and Emotion and the Determinants of their Dynamicity with a special emphasis on Directed Motivational Currents (DMCs)

Yüksek Öğretimde İngilizceyi Yabancı Dil Olarak Öğrenenlerin Motivasyonu Ve Duygularının Dinamik Yapısını Ve Bu Dinamikliğin Belirleyicilerini, Özellikle Yönlendirilmiş Motivasyonel Akıntılar (Dmc'ler) Üzerinde Özel Bir Vurguyla İnceleme*

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Abstract: This research holds substantial scholarly importance in understanding the intricate interplay between EFL learners' motivation and emotion. Utilizing a complex dynamic systems framework, this research systematically investigates the fluctuation patterns and parameters that influence variations in motivation and emotion within the tertiary educational context. By using Retrodictive Qualitative Modelling (Dörnyei, 2014), this study identified eight distinct EFL learner archetypes. The data collected through as motigraphs, semi-structured interviews, reflective journals, and follow-up interviews demonstrated a diverse range of motivational dynamics seen in EFL learners, including those who are highly motivated by specific goals (referred to as Directed Motivational Currents or DMC), persons who display features associated with DMC, and individuals with different levels of motivation devoid of a DMC. The analysis of qualitative data revealed distinct and context-specific patterns of motivation and emotion within participants' motivational systems, yet these patterns were influenced by a detectable set of parameters. The implications of this study have relevance in both theoretical and instructional settings, suggesting the need for more empirical studies in this field. This detailed comprehension adds to the greater academic discussion on motivation and emotion in EFL acquisition, providing insight into the dynamic nature of learners' motivational and emotional experiences in L2 language learning.

Keywords: complex dynamic systems perspective, directed motivational currents, motigraph, motivational dynamics, retrodictive qualitative modelling

Öz: Bu araştırma, İngilizce öğrenenlerin motivasyonu ile duyguları arasındaki karmaşık etkileşimi anlamının önemli bir akademik değere sahiptir. Karmaşık dinamik sistemler çerçevesini kullanarak, bu araştırma, üçüncül eğitim bağlamında motivasyon ve duygunun değişkenliklerini etkileyen dalgalanma desenlerini ve faktörleri sistemli bir şekilde incelemektedir. Retrodiktif Nitel Modelleme (Dörnyei, 2014) kullanılarak, bu çalışma sekiz

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farklı İngilizce öğrenen arketipi tanımlamıştır. Motigraflar, yarı yapılandırılmış görüşmeler, yansıtıcı günlükler ve takip görüşmeleri aracılığıyla toplanan veriler, İngilizce öğrenenlerde görülen çeşitli motivasyonel dinamikleri, belirli hedeflere yüksek derecede motive olanlar (Yönlendirilmiş Motivasyonel Akıntılar veya YMA olarak adlandırılanlar), YMA ile ilişkilendirilen özelliklere sahip olanlar ve DMC olmayan farklı motivasyon seviyelerine sahip bireyler dahil olmak üzere, çeşitli bir yelpazede göstermiştir. Nitel verilerin analizi, katılımcıların motivasyon sistemlerinde belirgin ve bağlam özel desenleri ortaya koydu, ancak bu desenler bir belirlenmiş bir dizi parametre tarafından etkilenmekteydi. Bu çalışmanın sonuçları, teorik ve eğitimsel bağlamlarda önem taşımakta olup, bu alandaki daha fazla deneysel çalışmanın gerekliliğini öne sürmektedir. Bu detaylı anlayış, İngilizce öğreniminde motivasyon ve duygu üzerine yapılan geniş akademik tartışmaya katkıda bulunarak, öğrencilerin motivasyonel deneyimlerinin dinamik doğasına içgörü sağlamaktadır.

Anahtar Kelimeler: karmaşık dinamik sistemler perspektifi, yönlendirilmiş motivasyonel akıntılar, motigraf, motivasyonel dinamikler, retrodiktif nitel modelleme

INTRODUCTION

Among the areas where studies on motivation are gaining importance in the setting of second language acquisition (SLA) is through the exploration of individual differences (IDs) (Dörnyei & Ryan, 2015). In some ways, this focus is consistent with the general trend in the domain of social sciences, in which theories taking situational and time-sensitive factors into account are given prominence. As a consequence, following the socio-dynamic paradigm shift, the complex dynamic systems perspective (CDS) in which motivational processes are considered complex and context-dependent has been increasingly adopted in L2 motivation research. Within the growing vista of SLA research, motivation is taken as a dynamic, multi-faceted phenomenon derived from the ongoing interactions that take place within a dynamic learning environment (de Bot et al., 2007; Ellis & Larsen-Freeman, 2006). It has been the new perspectives offered by many academic disciplines that made the rethinking of the L2 motivation framework feasible, what has resulted in adaptive constructs, which provide a clearer understanding of the behaviors shown by language learners (e.g., Dörnyei & Ottó, 1998; Muir, 2020; Lamb, 2017; Williams & Burden, 1997).

In SLA, existing motivational frameworks have yet to offer explanations for the temporal progression of sustained motivated actions (Dörnyei et al., 2016) though motivational orientations have been widely investigated (for a comprehensive overview of the historical development, see Al-Hoorie, 2017). In response to this paradigm shift, Dörnyei and his colleagues developed the concept of Directed Motivational Currents (DMCs) to explain an intense and prolonged motivation channeled towards a self-concordant goal (Henry et al., 2015). There has been increased attention in understanding the process of intense and prolonged periods of motivation since the DMC framework was introduced as a new construct in SLA (e.g., Dörnyei et al., 2015; Muir & Dörnyei, 2013). According to Henry and Davydenko (2020), a DMC develops when a self-concordant goal aligns with an effective action plan. The DMC framework provides a theoretical model to analyze enduring motivational experiences, described as "the most optimal mode of engagement with an extended project" (Dörnyei et al., 2016, p. 33). In this way, DMCs contribute to the comprehension of enduring approach motivation, a crucial factor that facilitates the effective attainment of an L2. Examining components within DMCs entails identifying the necessary conditions for fostering and maintaining increased levels of motivation, supporting ongoing L2 learning endeavors, and establishing a structure for the organized exploration of long-term L2 motivation within complex dynamic systems. Despite the growing endeavors, there is a scarcity of scholarly investigations pertaining to the sustained L2 motivation of EFL learners (Dörnyei & Ushioda, 2011; Muir, 2020), hence demanding a more thorough comprehension of this phenomenon. The emerging field of study has shed light on several facets of the continuously changing nature of motivation in SLA. Nevertheless, there is a noticeable study void in the literature since only a limited number of previous studies have focused on the fluctuations in motivation and emotion for intense L2 learning motivation (DMC), specifically within the context of classroom teaching (e.g., Selçuk & Erten, 2017).

Alongside motivation, emotions play a significant role in the language learning environment (e.g., Aragão, 2011; Dewaele, 2015; Imai, 2010; Mercer, 2014; Swain, 2013), as they are described as "short-lived, feeling-arousal purposive-expressive phenomena facilitating adaptation to the opportunities and challenges encountered during significant life events" (Reeve, 2009, p. 301). The study conducted by

Aragão (2011) who examined the relationship between emotions, beliefs, and actions among students enrolled in a language teacher education program at a university in Brazil found that the connection between emotions and beliefs is significant, as it encompasses several aspects such as self-concept, views of classmates, and attitudes towards the instructor. These emotional factors have a direct impact on students' behavior within the learning environment and play a crucial role in molding their choices to either actively participate or withdraw from language learning activities. The present study presents a conceptualization of emotion as a psychological construct, which encompasses four aspects of human experience: feeling, arousal, purposive components, and expressive components. These dimensions work together in a coordinated manner to form a response to an external event (Reeve, 2009). The provided definition places emphasis on the subjective and physiological dimensions of emotions, ascribing to them a goal-oriented and communicative character. As a result, there exists a strong correlation between emotion and motivation, whereby emotion functions as a kind of impetus that stimulates and guides human actions (Dewaele, 2010; Méndez & Peña, 2013). Thus, motivating force of emotions has been acknowledged (Gregersen & MacIntyre, 2014; MacIntyre & Gregersen, 2012). The function of emotions in activating subjective, physiological, and muscular resources to accomplish certain objectives deserves attention (Reeve, 2009), which is in line with the DMC concept and its main characteristic, highlighting an individual's dynamic motivational state and their ability to adapt. The aim of this research is to enhance our comprehension of emotion and motivation within students' in-class language learning experiences, highlighting the significance of emotions that are not only prevalent but also essential in classroom contexts.

In accordance with recent calls to get a comprehensive understanding of the whole person, as well as the long-term motivation and intricate nature of L2 learning motivation, a systematic approach would be to take into account the interrelatedness of emotional and contextual factors, notions connected to motivation. According to Dörnyei (2019), there is a need for a more comprehensive integration of the motivation, emotion, and L2 learning context subsystems, considering them as dynamic entities. This systematic approach holds the potential for an engaging and potentially fruitful avenue of future research. The above perspective aligns with the current paradigm shift, known as the complex dynamic systems perspective, which stresses the elements of flexibility, restructuring, and development of the L2 learning system into a coherent entity (Dörnyei, 2019). It is exactly this kind of systematic approach that generally shows direction for the benefit of effective and potentially fruitful avenue of language acquisition research. This study seeks to scrutinize changes in motivation and emotion and the rationales behind these changes during regular EFL lessons in view of the call for a more complexity-informed understanding of long-term L2 learning motivation made by Dörnyei and Ushioda (2011). This study takes the current interest in DMCs one step further and adds to knowledge about dynamic motivation, emotion, and contextual factors that impact long-term L2 learning motivation (DMC) and other motivational experiences by closely analyzing 15-minute intervals in tertiary-level EFL learners.

LITERATURE REVIEW

The Complexity and Dynamicity of Language Learner Motivation

The L2 motivation field has seen several conceptual revamps, starting from the pioneering work of Gardner and Lambert back in 1972. Initially, researchers mainly focused on investigating motivation either as stable personal qualities or individual discrete motives, with little attempt to appreciate the dynamic and complex phenomena of motivation at play (Dörnyei 2005; Teng & Bui 2018; Ushioda, 2013). In modern academic discussions, there has been a significant shift to a position that is more moderated and recognizes a complicated interaction between cognitive, emotional, and social elements. Previous research has been criticized for not considering sufficiently well the complex nature of motivational behaviors in a specific context; this includes the interactions between motivation, learners' cognitive process, social interactions, and cultural environments (Dewaele, 2013; Dörnyei, 2009; Dörnyei & Ushioda, 2009; Gurzynski-Weiss, 2020). Thus, the application of a theoretical framework referred to as Complex Dynamic Systems Theory, following Larsen-Freeman (2015, 2020) and Larsen-Freeman and Cameron (2008), gives the understanding of L2 motivation from all perspectives, enriched through the presence of several key variables by CDST. First of all, it has been suggested that L2 motivation depends on the context and changes as learners explore different situations. Not only that, it identifies that most elements of L2 motivation have dynamic interplay, thus giving rise to complex and

diverse motivational dynamics. The concept of CDST encompasses multiple subcomponents like motivational, cognitive, and emotional factors. Such a broad framework would help to draw attention towards motivational dynamics that have hitherto not been recognized and hence their actual importance remains relatively unclear. Such the use of CDST shows an integrated perspective that emphasizes the complex interplay that should be present in learning L2 (Dörnyei, 2009). This theoretical framework posits that a dynamic system—consisting of various interrelated components—develops and evolves with time, ultimately leading to the emergence of a highly complex system that can be fruitfully applied to the understanding of motivational dynamics in L2 learning (Dörnyei, 2009; Larsen-Freeman, 2015). In this respect, the CDST stands opposed to conventional reductionist perspectives. Rather than treating the various components of language and its acquisition independently, CDST highlights the notion of each element of the system exerting mutual influence on others, thereby bringing about changes at the systemic level. This contrasts sharply with the traditional method of study that always considered isolated features in individual traits, signaling a paradigm shift for L2 development research in understanding a more system-wide and interactive system view (Segalowitz & Trofimovich, 2012).

As interaction patterns with resources might, from one learner to another, vary on different temporal scales, the CDST represents an analytical framework that offers potential use. This framework is especially useful for understanding EFL learners' motivation and the newly proposed phenomena of DMCs by de Bot (2008, 2015). The current research design is longitudinal and examines dynamic, mutually influencing motivational experiences, which makes it possible to go deeper into the analysis of motivational and affective change and the contributing factors that drive this change through the adoption of the CDST approach for distinct cases of EFL learners.

DMC Research and Rationale for the Present Study

Within the realm of this specific field, the concept of DMCs has emerged as a new concept in L2 learning, hence, driving academic research to understand its theoretical and applied frameworks (Dörnyei et al., 2016). Earlier studies, carried out under the guidance of Dörnyei et al., have viewed DMCs as a contemporary and promising motivational model characterized by the presentation of an attractive vision of future goals, setting clear target objectives, and commitment flavored with very positive emotions (Dörnyei et al., 2016). DMCs are characterized by their being centred on three crucial aspects: 1) goal-oriented, 2) a highly visible, empowering structure, and 3) the promotion of positive emotions (Dörnyei et al., 2015). It is very amenable to anyone experiencing difficulty or resistance because this approach has shown efficacy in many different contexts. Researchers have stated optimistic expectations for promising future prospects of DMCs in the light of positive effects on enhancing the learners' motivation (e.g., Henry, Davydenko, & Dörnyei, 2015; Muir & Gümüş, 2020; Zarrinabadi, Ketabi, & Tavakoli, 2019).

The field of SLA has seen a significant increase in research efforts examining different aspects of the DMCs framework since its introduction (e.g., García-Pinar, 2020; Gümüş & Başöz, 2021, 2023; Zarrinabadi et al., 2019; Zarrinabadi & Khajeh, 2021; Zarrinabadi & Khodarahmi, 2021). Although there has been a significant increase in scholarly literature on DMCs, it is important to recognize that research in this area is still in its nascent phase, offering several prospects for further academic contributions (Muir, 2020; Muir & Gümüş, 2020). The initial body of research primarily centers around the validation of the proposed DMC framework. Most of the studies adopted a confirmatory approach since they have been trying to scratch beneath participants' experiences with respect to the three core components of the DMC framework (e.g., Henry et al., 2015; Zarrinabadi & Tavakoli, 2017). Aside from the empirical illustration of proof noted for the central components of the DMC construct, various research efforts have examined dimensions especially linked to or associated with DMCs: the researching stimuli instigating the rise of DMCs; how particular individual differences between language learners interact with DMCs; what implications for language teaching and learning exist in considering DMCs; how motivational and affective states are altered within DMCs; how contextual factors impact the rise of DMCs; which emotional qualities may be connected with DMCs; whether a relationship could be found between DMC-type motivation and socio-demographic attributes; under which conditions DMC group projects and activities tend to work well; how effective a tailored curriculum was in activating DMC

states; and what kind of consequences DMC experiences created on several psychological variables (e.g., Ibrahim, 2016, 2020; Sak, 2019; Zarrinabadi et al., 2019).

While previous research has indeed put forward a good deal of empirical evidence toward explaining the power of the original three-part DMC framework, only a few discussions are centered on the holistic and dynamic nature of the DMCs themselves (Yu & Liu, 2023; Selçuk & Erten, 2017; Sak, 2019). Thus, the unresolved nature of understanding the real-time dynamics of DMC encounters and how they differ from other motivational experiences of various levels of intensity in terms of motivational and emotional fluctuations and factors affecting them continues to be a subject of inquiry. Given the current trend in the scientific community, which emphasizes the examination of dynamic aspects within L2 motivation, there is a growing need to explore DMCs from the standpoint of CDST. An investigation of the dynamicity of motivation and emotion and the parameters influencing these in DMCs and other motivational experiences has the potential to provide a more nuanced comprehension of their intrinsic characteristics, possibly revealing new perspectives for upgrading educational methodologies and fostering optimum learning environments.

One salient issue to consider is that with some notable exceptions, the vast majority of empirical research studies have relied almost exclusively upon retrospective reports of DMC experiences that took place many months or even years earlier. However, such reflections are liable to criticism on the premise that these are only partial representations and thus can never really encapsulate the true nature of such experiences. They are subject to a range of intrinsic errors, heuristics, biases, cognitive illusions, and memory bias (Jahedizadeh & Al-Hoorie, 2021). In this viewpoint, real-time analysis of DMCs and other motivational experiences is increasingly required in case they can reveal subtle changes in motivation and emotion and provide a richer understanding of the entire process leading to ultimate results (Al-Hoorie & Al Shlowiy, 2020).

THE PRESENT STUDY

Given the existing gaps in the present research literature, this study aims to do an exploratory qualitative inquiry into diverse motivational patterns, including both EFL learners who have had a unique DMC experience and have had other varying levels of motivation. This study examines the variations in motivation and emotion among EFL learners by carefully monitoring changes at 15-minute intervals throughout individual EFL sessions and over consecutive weekly classes and ascertains the parameters that contribute to these changes. The research is grounded in a dynamic and contextually dependent viewpoint on EFL learners' motivation and emotion due to the evolving nature of second language study, which necessitates a comprehensive examination of many components involved in the process of acquiring a new language (Dörnyei, 2010). The primary research questions of the study are outlined as follows:

1. How does EFL learners' motivation and emotion undergo changes within individual EFL lessons and between consecutive lessons?
2. What are the key elements that contribute to changes in EFL learners' motivation and emotion throughout EFL learning sessions?

Research Design and Methodology

The use of a qualitative research strategy, especially using an exploratory longitudinal multiple case study method, is in line with the unique characteristics of DMCs, as shown by the studies conducted by Henry et al. (2015) and Zarrinabadi and Tavakoli (2017). This aligns with the distinctive nature of DMCs; hence, this research will follow a qualitative research approach and apply an exploratory longitudinal multiple case study method. This choice adhered to the frameworks put forward by Creswell (2013) and Patton (2015) and guided by the fact that a qualitative approach is better to represent the intricacies of the phenomenon in the real world (Dörnyei, 2007). Case study approaches have been identified as an appropriate tool for examining the motivation of SLA (Shuman, 2014). Qualitative measures, which are broadly focused upon in scholarship today, allow flexibility in researching complex variances among EFL learners. The choice of the qualitative multiple case study design for this study is therefore optioned for its necessity of intense frameworks of investigation,

through which coherent ways of approaching different locations and educational methodologies will be made possible. It gives a better way of understanding contextual factors that influence behaviors, interaction patterns, and meanings individuals attach to their lived experiences (Bower, 2017; Yilmaz, 2013).

Participants and Settings

The current study was conducted for ten weeks during the spring semester of the 2016-2017 academic year at Adiyaman University, with strict adherence to all ethical rules. The researchers had permission from the relevant institutions in accordance with ethical principles. Fifteen English teachers participated, and informed consent was sought from them in the form of a document that their secrecy would be maintained and their future education would not be affected adversely. The focus group discussion is actually an integral part of the Retrodictive Qualitative Modelling technique, with which the research process began. This phase identified prominent learner archetypes as first-year EFL students who study in compulsory courses YD101 and YD102. The critical case sampling method was applied to correlate real-life students with archetypal ones after this phase. Individual-level analytic approach adopted in the third phase of this study. Criteria sampling within the purposive sampling had to make a tightening of the research scope in particular to ensure that only people who could offer significant insights into their long-term motivational behavior were selected. Eight prototype cases were carefully selected to thoroughly examine the dynamics of their motivational and emotional variations and the elements that influence them. Under a well-developed sample design allowing proper investigation, each archetype was associated with an archetypal individual. Following the principles of the RQM methodology as described by Dörnyei in 2014, the identification of learner archetypes according to Dörnyei's framework resulted in eight distinct archetypes:

Table 1. *The profile of the emerging learner archetypes*

Archetype (Pseudonym)	Motivation	Cognition	Emotion	Behaviour
A highly motivated with more than moderate English proficiency and some positive emotions (Arya)	highly motivated, hardworking (a self-concordant goal and subgoals)	high ability in English and in a regular class, has a good memory, has a lot of expectations of themselves and their teachers	happy, emotionally stable most of the time, confident in English and other subjects, ambitious, confident	likes competition, responsible, careful and helpful with their homework, sufficient engagement
A highly motivated with low English proficiency and some positive emotions and attitudes (Lexa) (a DMC learner)	highly motivated, has intrinsic motivation, hardworking	not capable of handling most of the tasks, low proficiency, open to acquire new learning strategies, intelligent but needs some guidance	has self-confidence, cheerful, more stable in their emotions due to outgoing streak	social, makes jokes, eager, friendly, active, responsible,
A motivated but with low English proficiency and some negative emotions and attitudes (Finn)	motivated, industrious,	weak and slow in learning, less able in speaking	anxious, shy, not confident especially in speaking abilities, easily demoralized, afraid of making mistakes	responsible, careful with homework, closed to negative feedback, good at notetaking, good listeners, quiet
A mediocre student in terms of both English proficiency and motivation (Monty)	not serious approach to learning and homework, not learn willingly	achieves mediocre level	gentle, has neutral emotions	receptive, obedient, well-behaved, careless with homework

A low motivated but with high English proficiency (Berlin)	not particularly motivated	high ability in English, good memory, learn autonomously	get easily bored, not satisfied with lesson content, high confidence in English	withdrawn, gets spoilt, behaves self-importantly, not careful with homework
A highly motivated student in general but with low English proficiency with some positive Emotions (Jasper)	motivated generally	low proficiency, not high ability	funny, ignorant of poor grades, stable in emotion	distracts the attention of others, active, social, asks many questions
An unmotivated student with lower than average language proficiency (Becca)	not motivated	weak in English, underachievement	not happy, unwilling	lazy, quiet, not sufficient engagement, participation, unorganized, not careful with homework
An unmotivated student with poor general ability and English proficiency (Emori)	not motivated	weak in all of his/her lessons, low ability in lessons and low proficiency, weak memory	lack of confidence in all other subjects, low self-esteem, careless with his/her homework,	lazy, careless, aimless, well-behaved, insufficient engagement

Note: Gümüş, 2019:171-172

Data Collection and Analysis

Data was gathered through an innovative, comprehensive, tripartite approach, teacher focus group interviews as a first of RQM, and also reflective journals, semi-structured interviews, and a motigraph (Chan et al., 2015). Participants for the teacher focus group discussion and individual semi-structured interviews were recruited following the principles of RQM (Dörnyei, 2014). Eight EFL learners participated in a study in which they completed self-reported assessments about their motivation and emotions. These measures were completed on a real-time motivational graph at 15-minute intervals in each session over a ten-week period in the spring semester. The stimulus for following interviews consisted of a motivational line graph that was developed based on the self-scores of the participants.

The participants were instructed to participate in reflective journal writing on a biweekly basis for a period of twelve weeks. They were provided with a template to facilitate their exploration of their learning experiences, with a focus on motivational, and emotional fluctuation patterns and parameters influencing them in the process of in-class L2 learning. The purpose of these arranged reflections, presented in the form of booklets, was to encourage participants to have a deeper understanding of the ever-changing nature of their motivation and emotion, in line with the data collected from motigraphs.

Afterwards, two further interviews were carried out with each participant. The interviews were carried out at the seventh and eleventh weeks, respectively, with an estimated length of around 30 minutes for each interview. The interviews were carried out in Turkish inside a serene conference environment. Subsequently, they were recorded in an audio format, transcribed, and then translated into English for the purpose of analysis. All these interviews contributed to streamlining the examination process related to motigraphs and bi-weekly reflection diaries. Participants followed an informally structured pattern, focusing on primary subjects that were most striking in the motigraph and diary entries. This step also served to allow participants to expound on vital topics concerning sessions being analyzed.

The data were analyzed using general content analysis for theme coding, with the assistance of Atlas.ti 7 qualitative data analysis software (O'Leary, 2010; Sheridan & Storch, 2009). Triangulation, incorporating an external professional researcher's evaluation, enhanced the theoretical framework's

robustness, ensuring trustworthiness and precision in results interpretation. The external researcher's study checked the accuracy of interpretations, establishing a high inter-rater reliability level.

FINDINGS

This section first reports the findings on the dynamic changes in motivation and emotion levels (RQ1) of eight different distinct archetypes of EFL learners mapped at 15-minute intervals in every session for ten weeks, based on the motivational graphs. Subsequently, it is followed by an examination of the underlying parameters for those changes in the section, which addresses RQ2 with data gathered from interviews and reflective journals

Changes in the Levels of Motivation

The study aimed to trace the ups and downs in motivation for EFL learners at 15-minute intervals throughout each session over the period of ten weeks. More specifically, it aimed to examine the dynamics underlying such patterns of motivation that emerged from these learners. From the analysis of the motigraph data, it is revealed that these eight distinct archetypes of EFL learners had rather different patterns of fluctuation in their desire to conduct English language learning during a period of ten weeks, as is shown in Figure 1.

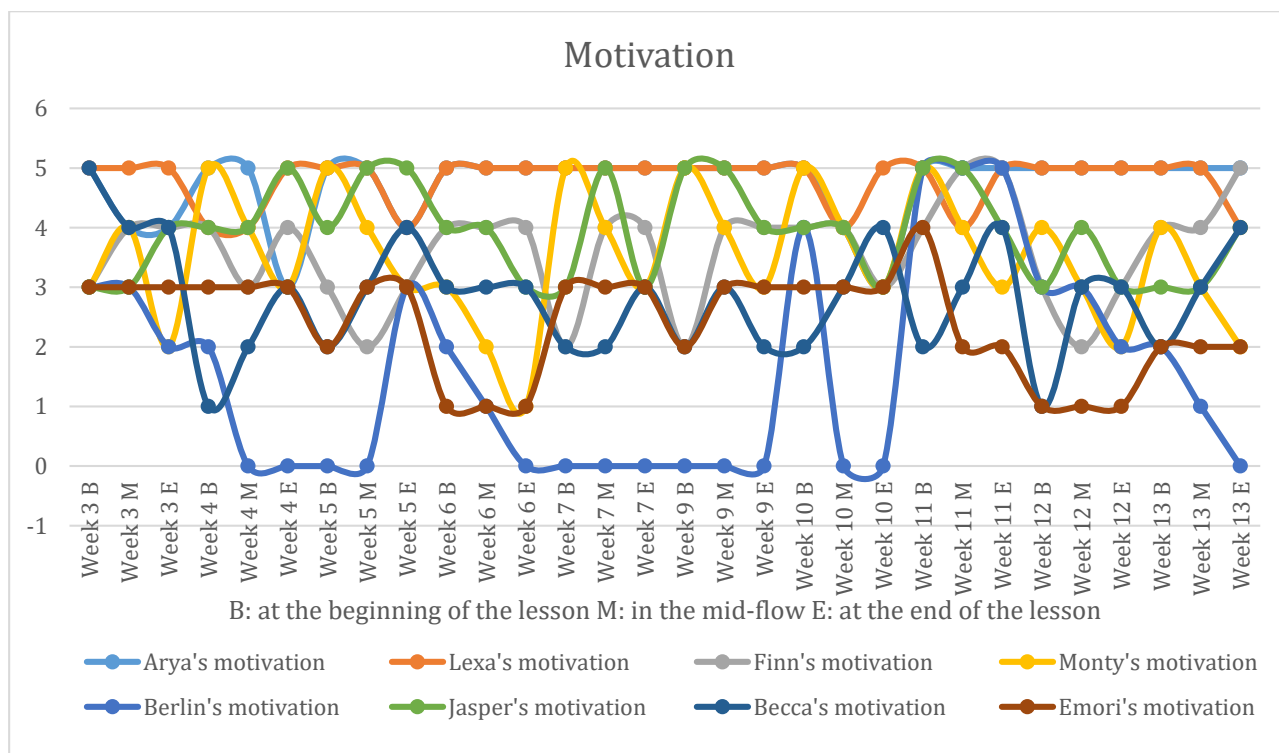


Figure 1. EFL learner archetypes' self-reported motivation over ten-weeks period at 15-minute intervals in each session

The study was carried out to scrutinize the EFL learners' motivation of a group of eight unique learner archetypes: Arya, Lexa, Finn, Monty, Berlin, Jasper, Becca, and Emori. To this end, it becomes clear that different motivational trajectories of every single participant are specifically unique to them. Among these cases, this study identified Arya with her enduring and strong motivation throughout all courses to acquire an L2 with a consistently very high degree. There were, however, slight drops in motivation between weeks 5 and 10, with moderate declines during the weeks 3, 4, and 10. The total motivation index $M=4.83$ portrayed by Arya was therefore strong and sustained motivational pattern (Chan, Dörnyei, & Henry, 2015). In contrast, Lexa showed stable and continuous long-term motivation, where the mean total motivation score was only $M = 4.80$, with minor fluctuations. Finns' motivational development indicated major ups and downs: decreases already in the beginning in weeks 3, 7, 9, and 11, which were then followed by increases. The aggregated data yield a mean of 4.3 for motivational score. The motivation of Monty to learn an L2 was highly changeable, with visible fluctuations on a week-

by-week basis, where he finally reached an average score of 3.43. Berlin showed a prominent sensitivity to big ups and downs, characterized by an initial upward trend followed by a slow decrease, – the final average score equaled 1.6. This trend suggests that there is some problem with maintaining motivation. Jasper's motivation was subject to change, as seen by the high average score of 3.93, after a critical evaluation. The motivation expressed by Becca showed a mostly constant pattern characterized by irregular deviations since it received an average total motivation score of 2.83. Emori's motivation experienced slight swings, characterized by an average level of 2.4 motivations hence depicting typically a stable pattern with irregular deviations.

In summary, the research has shown notable disparities in patterns that different motivating models of EFL learners display. While a number of people indicated one rather stable and steady level of motivation, others indicated remarkable changes in their levels of motivation, both in a shorter and a longer period. The results underline the clear necessity for recognizing and treating differences in motivation when designing language acquisition treatments. This again, underscores tailoring strategies to best meet the needs and preferences of EFL learners (Chan et al., 2015).

Changes in the Levels of Emotion

The aim of the study was to explore the affective states of eight different EFL learner types. In the current study, the continuous state of emotions was measured at each 15-minute mark during every teaching session for a period of 10 weeks. In the short and long run, the analysis of the dynamics of emotional patterns that learners have displayed brings to the fore various emotional changes depicted by different archetypes during their participation in the process of learning the English language over a ten-week period, as seen in Figure 2.

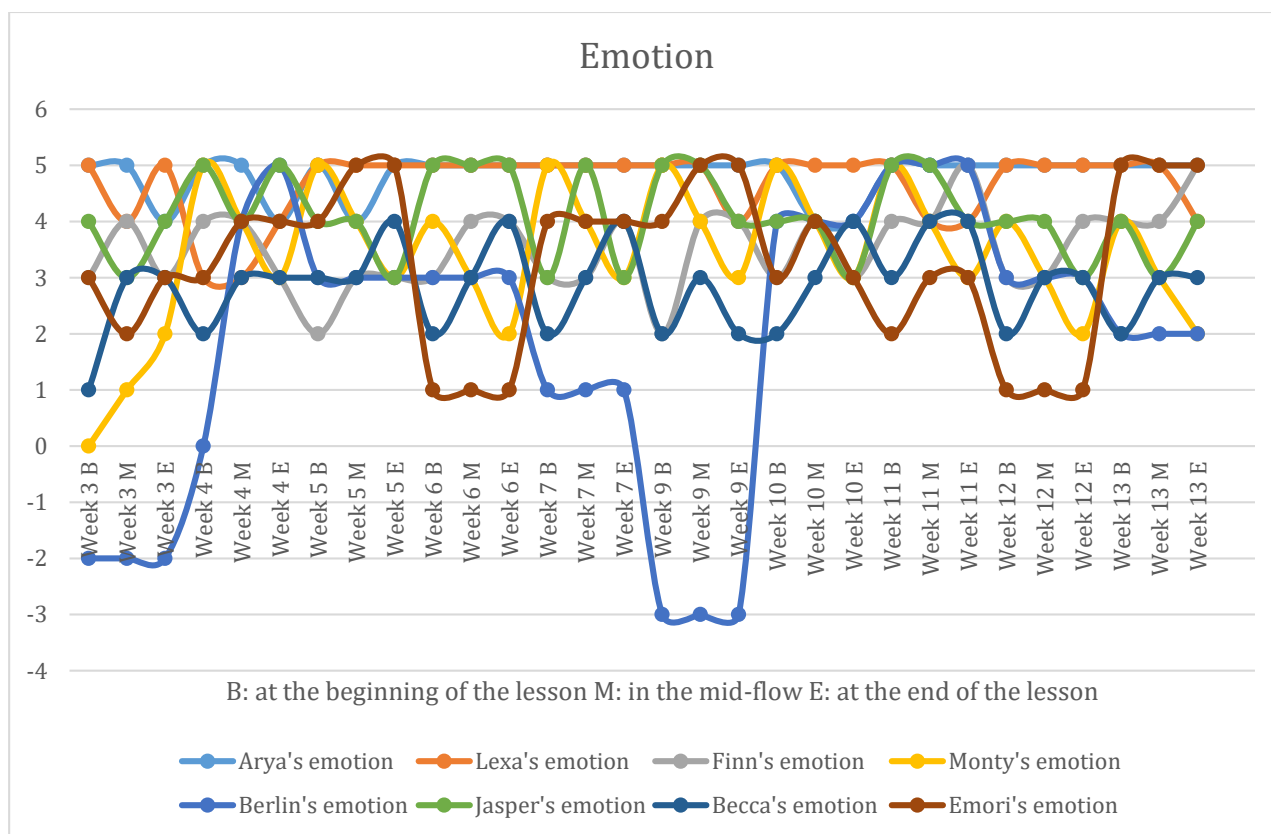


Figure 2. EFL learner archetypes' self-reported emotion over ten-weeks period at 15-minute intervals in each session

The analysis of motigraph data revealed that Arya's emotional state across both the short-term and long-term stages of her L2 learning exhibited minimal variations, suggesting a consistent and resilient pattern. Arya regularly had heightened levels of emotions at the beginning of the classes, followed by a tiny drop in intensity throughout the middle, and a minor decrease at the end of the

sessions. The levels of emotion and motivation, as described by Arya, peaked at the beginning of the courses and showed a little decrease in intensity after a few weeks. In contrast, Lexa's emotional states throughout the ten-week spring term of compulsory English instruction exhibited a consistent level of stability, although with nuanced fluctuations. Lexa's emotional state demonstrated initial heightened levels at the start of classes, followed by a gradual decline over the course of instruction. In week 11, her emotions were rather stable, but in weeks 3 and 4, there was a minor rise seen. Additionally, Lexa's emotional state shown some oscillations during the duration of the study. The average emotional intensity, as measured by a mean score of 4.66, did not surpass a value of 3 on a scale ranging from -5 to 5. Finn's emotional state exhibited discernible fluctuations, marked by a decreased degree of engagement at the start of classes in the spring semester, culminating in the most pronounced decline between weeks 5 and 9. Despite fluctuations in Finn's emotions over some weeks (3, 5, 6, 9, and 10), there was overall stability seen in weeks 4, 7, 11, 12, and 13, with a minor decrease towards the end of the instructional period. It is worth mentioning that Finn's self-reported levels of motivation were higher than her emotional states, leading to an overall intensity of emotion of ($M=3.53$). The emotional progression of Monty in L2 learning shown a notable vulnerability to significant fluctuations. Monty's emotional state began at a heightened level, had a minor decline throughout the middle portion, and continued to drop towards the end of the classes. Despite a little upturn seen during the third week, the aggregate emotional level recorded remained at a mean value of 3.4. Berlin had a remarkable propensity for experiencing substantial fluctuations in emotional states during the duration of the ten-week timeframe. With the exception of week 4, Berlin's emotional state at the beginning of classes generally corresponded with the middle and concluding parts. However, her motivation and emotions exhibited significant variations. Jasper's emotional response in the context of L2 learning shown a notable inclination towards resisting significant alterations, but with minor fluctuations discernible over the whole of the ten-week period. During weeks 3, 4, and 13, there was a notable increase in the beginning of activities, which was subsequently followed by a gradual decrease in the middle phase, and a subsequent rise towards the end of the lesson. The emotional pattern for weeks 5, 9, 10, 11, and 12 exhibited more stability throughout the initial and middle phases, followed by a modest decline towards the end. The lesson in Week 6 demonstrated a sustained degree of emotional consistency. The emotional patterns shown by Becca had a steady tendency for the duration of the ten-week period, displaying a notable responsiveness to modest modifications. The motigraph data showed a gradual rise in Becca's emotional state from a low level at the start of each class, followed by a modest increase throughout the mid-flow of the lesson, and a consistent maintenance of this level thereafter. During weeks 6, 7, and 10, there was a consistent emotional pattern seen at the beginning, midpoint, and end of the lessons. The emotional pattern for weeks 5, 9, 10, 11, and 12 were comparatively stable for the early and middle periods before dropping slightly in the latter end. The lesson in Week 6 was emotionally at the same level of stability week in and week out. Becca's emotional patterns were relatively consistent over the ten-week period. She demonstrated an incredible sensitivity to even minimal changes. From the motigraph data, there is a progressive increase of Becca's emotional state from a low level at the beginning of each class, a modest increase throughout the mid-flow of the lesson, and then consistent maintenance of this level thereafter. Weeks 6, 7, and 10 show similar trends in her emotions about the beginning, middle, and end of lessons.

To sum up, the motigraph data analysis showed that Arya's emotional levels exhibited resilience in the face of significant changes, in reaction to fluctuations in motivation and emotion. On the other hand, Lexa was more emotionally stable and steady during learning sessions. The results also indicated that Monty, Berlin, Becca, and Emori were responsive emotionally even to the slightest changes happening in the L2 learning environment. The present research emphasizes the significance of understanding and addressing the emotional and motivational patterns within the language learning process.

Factors Influencing Participants' Motivation and Emotion

The results, depicted in Figures 1 and 2, show that each case participant archetype experienced motivation surges as well as emotions; hence, the surges were not solely controlled by its level of intensity or whether they emerged uniquely singularly, but also by other concurrent factors operating within their English learning environments. Data sources involved interviews and reflective journals from each participant, which were then analyzed using inductive thematic analysis. Three major themes have been identified in this analysis that might have affected the motivational and emotional

experiences of the participants. Figure 3 presents a topic map. The next part offers comprehensive assessment of these themes, using excerpts leading to themed ideas, bringing out discrete data extracts that have enthroned supporting notions (Braun & Clarke, 2006).



Figure 3. *The themes and sub-themes of the factors influencing participants' motivation and emotion*

Theme 1: Salient others

Notable among the findings that emerged from the data analysis is the theme of "salient others". Historically, students learning a foreign language have always identified their teachers as a very potent factor in shaping their motivation (Hennebry-Leung & Xiao, 2020). This study explored the EFL learner archetypes in line with previous acknowledgement of the significant role of teachers and peers in motivation and emotions. The present study found important evidence of instructors and peers influencing the motivations and emotions of EFL learners and how this influence would possibly affect the effectiveness of their experience in learning the English language. An interesting result underlines exactly how tight the link between emotion and motivation may be, underscoring the interconnectedness of emotion and motivation and suggesting that when there are fluctuations in one,

these are accompanied by variations in the other, irrespective of the level or degree of motivation and distinctiveness of motivational experiences. As a result, these themes were not seen as distinct entities. The significant role of English teachers on motivation and emotions was reinforced by in-depth reports provided by five participants, namely Arya, Finn, Monty, Jasper, and Lexa. These accounts emphasized the value of fostering a positive and instructive atmosphere, as well as the influence of instructors' attitudes and support. The emergence of disruptions within this setting was identified as a significant contributing element to the loss in motivation and emotional well-being. The two learner archetypes, Finn and Lexa, offered the following remarks:

Excerpt 1

The teacher is really important for me because when she treats me unpleasantly, I get shy. So, how teacher behaves and her attitudes are crucial for me. When she behaves moderately or when she gives us feedback properly when we make errors, it is better for me. My teacher's behaving in a positive manner and her attitude towards learning English and us increased my motivation. (Finn, the flows in motivation and emotion (F-M&E) in weeks 3,6,7,10)

Excerpt 2

My emotion decreased when the teacher came to the class not good-humoredly. Also, the extra activities brought by the teacher were not available this week; it would be better for me if there were some. (Lexa, the ebb in her emotion (E-E) in week 3)

The emotional well-being of participants was significantly affected by peers' conduct, such as instances of ridicule or disturbance during courses (Berlin, Jasper, and Emori). In contrast, the beneficial impact of active engagement and collaboration on the motivation and emotional states of EFL learner archetypes (Lexa and Finn) was seen during group activities.

Excerpt 3

My classmates attended the lesson more than last week. Therefore, the course was better and my motivation was also better. I was happier at the end of the lesson. (Lexa, F-M&E in weeks 5 and 6)

Excerpt 4

My motivation, emotion, and especially my effort increased when we as a group tried to do the supplementary materials. These affected me positively because in a group I had a chance to ask the points that I could not understand. For this reason, at the end of these exercises I was very happy. I thought that I learned something. (Finn, F-M in weeks 4 and 10)

Excerpt 5

When there were classmates talking too much in the class, then my emotion and effort were interrupted. This happened both in week 3 and 4. However, my motivation was not affected much by their talking much in the class because my interest towards learning English was high. (Jasper, E-M&E in the midflow of the lessons in week 3 and 4)

Excerpt 6

...In my class, my friends mocked me and his jokes made me sad... I'm tired of the jokes that my friends have made and their mocking me. (Emori, E-M&E in the mid-flow of the lesson in week 3 and at the beginning of lesson on week 3 and 4)

The preceding analyses underscore the enormous impact of significant others in the instructional settings, demonstrating their capacity to either favorably or adversely influence the motivational and emotional fluctuations of EFL learners. The aforementioned influence may be discerned by the active participation, collaboration, or mockery of one's peers, as well as the language teachers' efforts to create a pleasant and instructional atmosphere characterized by positive interactions.

Theme 2: Learning environment

The results of the thematic analysis indicated that the learning environment was a significant factor that influenced the motivational and emotional aspects of the participant archetypes. Within this theme, critical subthemes, namely micro-aspects such as the teacher's role and task design, were identified (see Figure 3). The significant influence of teachers on the motivation and emotional well-being of learners in educational environments has been well recognized for a considerable period of time. In relation to the role of the teacher, there was a clear agreement among the majority of participants (Finn, Monty, Lexa, Jasper, Emori), who expressed a preference for the incorporation of supplemental materials, multimedia resources, listening exercises, and interactive activities as means to enhance instructional content. As four participant reported:

Excerpt 7

Yet, this week the teacher brought an extra activity to the lesson, he brought a visual activity for learning English words. Therefore, the course was better and my motivation was also better. I was happier at the end of the lesson. (Lexa, F-M&E in weeks 5 and 6)

Excerpt 8

I feel not so successful in English grammar. The teacher's bringing class extra exercises or materials affects my improvement in English because it is important to grasp what is taught while learning a language. (Finn, F-M&E in week 5)

Excerpt 9

It contributed both to the midterm exam and to improve my English. Thus, this affected me positively. Also, when there was a group activity, I benefited much more and I was happier in these activities... (Jasper, F-M&E in the midflow in week 7 and the beginning of the lesson in week 9)

Excerpt 10

I have no longer been impressed by my classmates. They cannot reduce my motivation after that. The way the lesson was explained increased my motivation and I could understand and stayed focused on the lesson. (Emori, F-M&E)

The absence of such activities impacted others' motivation and emotion in a negative way (Becca and Lexa).

Excerpt 11

It would be better if we were given some more examples. Examples were inadequate to understand the grammar topic. (Becca, E-M&E in week 13)

Regarding linguistic tasks, the significance of appropriate instructional content and relevant information were underscored. A decline in motivation and emotional reactions was seen when instructional materials were considered as too difficult or lacking relevance to individual requirements. Furthermore, the emotional and motivational fluctuations of four individuals (Berlin, Monty, Finn, and Becca) were shown to be influenced by changes in class schedules.

Excerpt 12

My substantial background provides me relief but I know until I move to the top proficiency level of English, to say that my background is substantial is not true. But at this level, what I had already learned helped me. So, my effort kept decreasing towards the end, as I have realized that the ebb was due to its being insufficient to meet my needs and expectations. (Berlin, E-M&E in week 3 and 4)

Excerpt 13

The lessons' starting in an early hour affects me negatively; I do not like getting up in an early hour. So, at the beginning of the lessons, I feel sleepy and do not pay much attention to what is taught. I cannot concentrate upon the lesson. (Finn, E-M&E in nearly all weeks at the beginning of the lesson)

Excerpt 14

The lesson was on Monday at 8:30 am and because of my sleeplessness, my motivation, effort, and emotion were low due to Monday syndrome. I wasn't motivated. In the lesson, sometimes I felt asleep and I fell behind the taught topics. These were the most important things that reduced my motivation. The duration of lessons was a bit longer and subjects were a little harder this week. (Becca, E-M&E towards the end of the lesson in week 4)

Theme 3: Personal factors

Through the analysis of interviews and reflective journals, another prominent theme emerged, namely, the influence of personal factors. These elements have a substantial impact on the variations in motivation and emotional states seen across different archetypes of EFL learners. Simultaneously, significant subthemes pertaining to individual elements were found as micro-level components, comprising variables relating to oneself, health, readiness, involvement, and curiosity (see Figure 3). The participants, namely Arya, Becca, and Monty, who demonstrated a high level of preparedness and a deep understanding of the course material, showed increased motivation and pleasant emotional experiences. Prior studies have shown a correlation between insufficient preparation and reduced levels of motivation and emotional well-being (e.g., Ahn & Park, 2009; Cheon & Kim, 2014).

Excerpt 15

I go through and study what we are going to cover in lesson prior to English lesson and after each lesson I also watch short (10-15 min) videos outside the classroom. In addition though not regularly I try to read some English materials. I try to check to what extent I can understand sentences, vocabulary items. I try to learn the vocabulary items or structures I haven't come across before. I never get bored when I watch videos because I see these as the short-term targets. (Arya, F-M)

Excerpt 16

Having studied before the lessons enabled my motivation and emotion to start high at the beginning of the lesson in both weeks. (Monty, F-M&E at the beginning of the lesson in weeks 5 and 6)

The self-perception of the participants, including their level of confidence in enhancing their pronunciation or comprehension skills, had a notable impact on their motivation and emotional states. Previous studies have consistently shown a significant correlation between a positive self-perception and increased levels of motivation and emotional well-being (e.g., Pintrich & Schunk, 2002; Ushioda, 2009). On the contrary, empirical evidence has shown that the existence of self-doubt or thoughts of inadequacy may have a detrimental effect on these aforementioned facets.

Excerpt 17

I had difficulty in reading the passage because of my poor pronunciation, this affected me in a negative way in the class, and I felt bad... If I obtained a much higher score in the quiz, I would be much happier. I realized that I did not exert enough effort this week; it would be much better if I had exerted. (Arya, E-M&E in week 10)

Excerpt 18

This week I read and pronounced the words very well, so I realized that I came a long way on my goal of learning English. I did not see a point I failed, so I think my English is improving. I feel very happy. (Lexa, F-M&E)

Excerpt 18

As I was interested in the English lesson, I realized that I learned a little, and this increased my motivation and effort. At the beginning of the lesson, I did not enjoy the lesson and my motivation was low because I did not have any background knowledge about the topic the teacher taught. (Monty, F-M&E in week 4)

Excerpt 19

My teacher, my motivation and effort towards the mid-flow of the lesson increased. I learned new things before the mid-term exam. It contributed both to the midterm exam and to improve my English. Thus, this affected me positively. (Jasper, F-M&E towards the mid-flow of the lesson in week 7 and at the beginning of the lessons)

In summary, the study demonstrated that a combination of learning environment, significant others-related and personal factors contribute to the motivational and emotional fluctuations experienced by participants in their L2 learning.

DISCUSSION AND CONCLUSION

This research investigates the fluctuations and diversity in the motivation and emotional states of EFL learners at 15 mins interval across a duration of 10 weeks. The study centers on eight archetypes of Turkish learners of EFL at the tertiary level, utilizing a case study approach to address two primary research questions. The primary question (RQ1) seeks to unravel the fluctuating nature and diverse manifestations of motivation and emotion within the classroom setting. Meanwhile, the secondary question (RQ2) endeavors to investigate the parameters that impact these aforementioned fluctuations. Driven by a dearth of scholarly investigations pertaining to the individual-level variability of in-class motivation and emotion, this study aims to examine the experiences of EFL learners who exhibit a distinctive kind of motivation known as a DMC, as well as those who lack motivation in educational environments. This research marks a pioneering attempt to explore the motivational and emotional variations in EFL learner archetypes' experiences and the factors influencing these variations, adopting a CDST approach. The study's longitudinal design provides insight into the dynamic elements of motivation and emotion in L2 learning.

Upon analyzing the data pertaining to RQ 1, what transpires from the analysis of the data that both motivation and emotion exhibit a propensity for fluctuation, to a greater or lesser degree, not alone within a single session but also throughout many sessions. This variability is attributed to the complex interplay of personal, contextual, and salient other factors over several months. Additionally, the patterns of fluctuations differ among individual learner archetypes, emphasizing the continuous state of flux in L2 learning motivation and emotion.

The participant cases in this research exhibit a range of fluctuation patterns, such as sudden shifts, dynamic stability, or continuous flux. Such variation across the participant cases raises their respective uniqueness and complexity. Importantly, there is a view that in some cases, individual students' data for specified sessions does not emerge as fitting the general individual session pattern. This places a challenge to the efficiency of using aggregate individual or group data in identifying the within-individual variation. These findings are in line with previous studies of non-linear changes in motivational and emotional development among L2 language learners taking place in classroom settings. Besides, the data confirm the claims made by Kimura (2014) and Sampson (2016) that learner motivation and emotion are the complex psychological states that change dynamically with time and exhibit times-series variation. The above study proved that sometimes, relying just on average individual or group statistics may not be in a position to explain the degree of variation or variance of intraindividual (Boudreau et al., 2018; Larsen-Freeman, 2006). Furthermore, this discovery aligns with the assertions made by Hiver et al. (2018), who argued that learner motivation and emotion, as intricate psychological phenomena, undergo a multitude of dynamic fluctuations throughout time and exhibit unpredictability. The depiction of motivation and emotion in L2 learners as dynamic and changeable traits seems to be accurate, even within the context of the unique motivating experience known as DMC, which aligns with the findings of Selçuk and Erten (2017).

The findings suggest a reciprocal coexistence between motivation and emotion in their trajectory. Differential degrees of motivation are concomitant with equivalent levels of emotion, indicating an interconnected and reciprocally impacted relationship between both variables. The aforementioned evidence suggests that the relation between the variables being studied may have positive implications for acquiring an L2 in EFL educational environments, which is supported by previous research (e.g., Brown, 2000; Ehrman & Oxford, 1995; MacIntyre et al., 1998). It is important to note that these constructs (motivation and emotion) can impact each other in unforeseen manners, aligning with the assertions made by CDST (Larsen-Freeman, 2012), thus suggesting that the relation between these constructs is not a straightforward pattern, but rather a complex and dynamic interaction. In general, these disparities underscore the intricate and multifaceted characteristics of EFL learners' motivation and emotion and demonstrate the distinctiveness of individual experiences in this regard. Language instructors should develop effective techniques to maintain a conducive emotional atmosphere, therefore providing continuous assistance to learners in maintaining their motivation throughout the process of language learning. Moskowitz (1999) suggests that incorporating humanistic activities into language learning to promote emotional well-being by focusing on fostering self-esteem, self-awareness, and positive outlooks.

In relation to RQ1, a noteworthy discovery concerns the patterns of motivational and emotional fluctuations seen in a learner caught up in a DMC (Lexa) compared to another participant who lacks a DMC but exhibits some aspects of the DMC construct (Arya). The study observed that the motivational and emotional patterns of these learners were rather stable and less affected by significant changes in personal experiences, learning environments, or important others. Thus, the limited number of studies on this topic within the existing body of literature highlights the significance of this study, emphasizing the advantages associated with being involved in a DMC or possessing characteristics related to the DMC construct. Individuals that had a DMC, or certain elements (a prominent objective and subgoals) exhibited reduced vulnerability to fluctuations. This conclusion is consistent with prior research indicating that DMC functions as a mechanism for regulating emotional and motivational fluctuations, hence maintaining a consistent trajectory of motivation (Selcuk & Erten, 2017). Moreover, it would appear that there is an innate advantage for individuals who possess a DMC or its constituent elements to participate actively in individual-level L2 learning strategies within the classroom setting. These findings attest to two complex and multi-dimensional characteristics of motivation and emotion in L2 learning. Additionally, they highlight the influential role of the DMC experience in regulating these factors. The research necessitates more exploration of the systems related to self and emotion regulation mechanisms that impact the stability of motivation and emotion. Nevertheless, there is a lack of clarity about the influence of the DMC construct on the patterns of Lexa's in-class and weekly motivation and emotional shifts. Considering the predominance of positive emotions, I cannot but mention some points that show momentary emotional deterioration during DMCs and thus confirm Sak and Gürbüz's opinion (2022). In this respect, a more nuanced portrayal of DMCs needs to occur since DMCs should not be further characterized as uniformly happy experiences, as suggested by (Dörnyei et al., 2015; Sak & Gürbüz, 2022). It also places emphasis on the reason there is a need to treat negative and positive emotions with equal measures in trying to understand the emotional aspects of DMCs. From the above results, it suggests that research optimization of facilitative personal and emotional regulation is the key towards attainment of a good motivating experience. These findings have implications beyond the language context to highlight the more general role of emotion regulation and self-regulation in efficient motivated experiences. According to Liu and Li (2023), teachers are better placed to assist students in the process of creating learning goals significant at a personal level, and enhance awareness of development and progress from multiple perspectives. In this sense, EFL teachers should promote the enactments of the enabling elements of DMCs, but, in parallel, they need to make all necessary adjustments in language classes in order to limit probable demotivators while finding a harmonious balance between the two interdependent viewpoints. It is important to develop practical application skills and emotion-regulation mechanisms in learners to effectively cope with any negative emotions throughout the L2 learning process. Moreover, learners should be sensitive to emotional change and find practical ways to overcome obstacles to their L2 learning in the long run. The purpose of these tactics is to provide guidance to learners in order to create a continuous and efficient learning environment, with the goal of maintaining motivation and emotion throughout time and preventing the emergence of negative emotion.

Regarding RQ2, the fluctuations in EFL learner archetypes' motivational and emotional trajectories were contingent upon personal-related (e.g., interest, health, preparation and engagement), learning environment-related (e.g., teacher role, task design, self-related aspects), and salient others-related factors (e.g., peer students and teachers), which were identified as major parameters influencing in-class motivational and emotional fluctuations and their patterns in instructional settings. The role of the teacher as a motivator was identified as a crucial parameter impacting the fluctuations of learner motivation and emotion at micro and macro levels. The teaching style of instructors, their level of preparedness for the course, their attentiveness to individual requirements, their overall teaching proficiency, and the creation of a pleasant and educational environment all had an impact on the motivation and emotional state of learner archetypes. The incorporation of supplementary educational resources, such as electronic devices, also played a role in shaping the dynamics of motivation and emotion. The statement highlights the several roles that teachers might assume, including their function "as principal orchestrators of the learning context, as key interactants in the complex dynamics integrating self-and-context, and as significant socializers of students' future possible selves" (Ushioda, 2012, p. 70). The results of this study align with other research that highlights the significant impact of instructors on the improvement of student motivation (e.g., Dörnyei & Csizer, 1998; Oxford & Shearin, 1994, 1996; Tanaka, 2005; Kikuchi, 2009). Furthermore, the influence of teachers goes beyond the confines of the classroom, and empirical evidence suggests that they have a discernible effect on students' motivation and emotional state throughout instructional sessions. The research findings indicate that individuals who hold key roles in one's life, such as classmates and friends, also have a substantial role in learning a new language. Social variables, such as peer interactions and behaviors, are critical determinants in affecting L2 motivation, significantly shaping the motivational dynamics within the learning process. The presence of distractions within the classroom setting has been identified as a particularly detrimental factor, adversely influencing both motivation and emotional well-being of learners. The study corroborates previous research highlighting the negative effects of distractions such as excessive noise, on learners' motivation (e.g., Dişlen, 2013). The findings underscore the importance of managing classroom environments to minimize distractions, thereby fostering a more conducive atmosphere for sustained motivation and effective learning. Moreover, learners' tendency to seek guidance from classmates, parents, or professors, together with their predisposition towards competition or need for approval from these significant figures, highlights the profound impact of essential social relationships on their motivation. The findings of this study align with the findings of Zarrinabadi and Khodarahmi (2021), who found that the presence of significant others and contextual factors associated with social responsibility had a significant influence on shaping the motivational experiences of learners experiencing DMCs in language learning. Establishing an optimal learning environment requires fostering active participation and collaboration among students, while also effectively resolving challenges such as mocking or disruption. Personal factors impacting motivation and emotional patterns in the classroom encompass involvement in both in-class and extracurricular learning activities, attentiveness, affinity for the English language, fatigue, punctuality, academic expectations, level of engagement, and prior knowledge. These elements altogether shape the overall learning experience, emphasizing the significance of addressing individual needs and difficulties to facilitate prolonged motivation and emotional well-being in language learning environments. The discovery presented here challenges the prevailing belief in L2 motivation studies that greater levels of self-determination (Noels, 2001, 2003) or internalized learning objectives (such as the ideal L2 self or integrated regulation) are typically the primary drivers of motivation for language acquisition (see Al-Hoorie, 2018; Hiver & Al-Hoorie, 2019). It is worth mentioning that the variations in motivation and emotions seen in learners who exhibit a DMC, or some aspects of DMC such as a prominent goal and subgoals, were driven by almost only self-related factors. Thus, it is crucial to foster the cultivation of a favorable self-perception and self-assurance in language learning, alongside advocating for readiness and active involvement, in order to sustain elevated degrees of learner motivation and emotion. Regarding the second factor (the learning context), various elements (the timing and structure of the lesson, the incorporation of group work activities and tasks, the attractiveness or lack thereof of the topics, the alignment of the English lesson with the proficiency levels of the learners, the level of difficulty of the topics, tasks, and activities covered in the lessons, as well as the manner in which they are implemented and practiced by the students) may also have an impact in this regard. When considering this standpoint, it becomes evident that the influence of teachers is once again implicated

in this factor. Skehan (1991) emphasized the significance of the learning context in shaping motivation, positing that the learning environment is a pivotal factor in influencing motivation for language acquisition. In the research literature, the critical role of the learning environment shaping L2 motivation has been extensively acknowledged particularly by L2 scholars such as Dörnyei (2009) and Ushioda (2001), further strengthening the conclusion that effective learning environment is indispensable for promoting prolonged motivation. This acknowledgement is in compatible with broader research findings that underscores the interplay between contextual factors and motivational outcomes in L2 learning.

In line with this, Järevelä and Salovaara (2004,) assert that “[t]he construction of motivational meanings reflects individuals’ motivational beliefs, prior experience, and subjective appraisals of the possibilities and constraints of the current learning context.” (pp. 232-233). The incorporation of a variety of materials, multimedia resources, interactive exercises, and pertinent information has the potential to augment learners’ motivation and emotional engagement. In addition, taking into account variables such as the complexity of the work and the ability to make schedule modifications may contribute to the preservation of learners’ motivation and emotional welfare. The importance of opportunities in the context of L2 learning is underscored due to the fact that individual motivation is a dynamic process that is collaboratively built within the learning context (Ushioda, 2006). In addition, Ushioda (2015) emphasizes the need of gaining a deeper understanding of learners’ motivation and the intricate dynamics between the learner, their environment, and other influencing factors, by viewing that “learners shape and are shaped by context” (p. 48). Some of these influencing factors were at times difficult to tease apart. One of the most noteworthy study discoveries is that, despite the distinct patterns and trajectories shown in the accounts of learner archetypes, there is a limited number of factors that influence the fluctuations in L2 motivation and emotion, as well as the observed patterns. L2 learners or learner archetypes can be regarded as dynamic and complex systems, as their motivational experience is influenced by a limited number of factors that are highly individual and unique. Furthermore, these factors are deeply impacted by personal, social, and contextual elements. It is crucial, given the circumstances, to ascertain the many factors and aspects that influence a certain learner or class (Mercer, 2013).

In summary, this research portrays EFL learners as complex and multifaceted systems, with their motivations and emotions being shaped by a range of interrelated factors. Each learner’s L2 learning experience is uniquely individual, highlighting the ever-changing and context-sensitive nature of these psychological constructs. This study highlights the significance of acknowledging the individual variability of motivation and emotion within the classroom setting, offering insights into parameters that shape these experiences, thus impact learners’ emotional and motivational states within educational settings. Additionally, the findings suggest that learners who possess a DMC or some elements of the DMC construct may have an inherent advantage in sustaining stable and consistent patterns of motivation and emotion, underscoring the potential benefits of fostering long-term goals and heightened motivation within language learning environments. However, the research also calls for a more nuanced understanding of DMCs to fully appreciate their role and impact on motivation and emotion of EFL learners and also to fully grasp their implications.

Overall, the study makes significant contributions to our our understanding of the intricate and ever-changing nature of motivation and emotion in EFL learners. It also provides a comprehensive exploration of how these psychological constructs are impacted by a range of parameters, offering important implications for both theory and practice in language education.

Limitations

The study has several significant limitations, the most prominent of which is primarily due to its reliance on self-reported participant accounts. Although reflective diaries and motigraphs were used as data collecting methods throughout the academic year, the analyses mainly relied on participants’ self-reports, which may have introduced potential biases such as personal perceptions, memory recall, or social desirability. These limitations should be carefully considered when interpreting the results and drawing conclusions from the research while the insights gained from self-reported participant

accounts are valuable, The inclusion of several learners per archetype, the integration of classroom observations, and the use of varied psychological research methodologies might have provided more comprehensive depictions of learner archetypes, hence augmenting the credibility and validity of the study outcomes. In addition, it should be noted that the generalizability of the study's findings is limited to the particular context. Therefore, it is recommended that future research includes participants from other educational contexts in order to get a more thorough knowledge of motivational experiences.

Note. *This research is based on a PhD thesis (Gümüş, 2019) submitted to the Graduate School of Educational Sciences of Hacettepe University, Ankara, Turkey.*

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